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Dare You Delve Into Fantasy

Language

Including:

Literary Investigators
A Glimpse into your Final Voyage
A Key to your Imagination
Predicting
Fantasy - What is it?
Journeying Through the Novel
A Brief Encounter with the Characters
Following the Hero's Changes
Welcome to our Milieu
Take a Personal Journey
Your Final Voyage

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A Unit for Grade 5/6

Written by:

Patricia Watson, Judy Couture, Mike Arsenault (Project Leader)

Length of Unit: approximately: 14 hours

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Dare You Delve Into Fantasy

Language A Unit for Grade 5/6

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A Unit for Grade 5/6
Written by:

Patricia Watson, Judy Couture, Mike Arsenault (Project Leader)

Algonquin Lakeshore Catholic District School Board

Based on a unit by:

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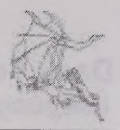
Algonquin Lakeshore Catholic District School Board

This unit was written using the Curriculum Unit Planner, 1999-2001, which was developed in the province of Ontario by the Ministry of Education. The Planner provides electronic templates and resources to develop and share units to help implement the Ontario curriculum. This unit reflects the views of the developers of the unit and is not necessarily those of the Ministry of Education. Permission is given to reproduce this unit for any non-profit educational purpose. Teachers are encouraged to copy, edit, and adapt this unit for educational purposes. Any reference in this unit to particular commercial resources, learning materials, equipment, or technology does not reflect any official endorsements by the Ministry of Education, school boards, or associations that supported the production of this unit.



Task Context

This unit focuses on the expectations found in the Grades 5 and 6 Language curriculum documents. These activities instill in students the enjoyment and love of literature through fiction reading.
Students are introduced to the genre of fantasy, using a different approach to a novel study. This approach provides students with opportunities to enhance their comprehension of the structure of a novel, build on existing skills, and enhance their understanding of the main idea by providing supporting details.
Students develop creative and communicative skills and are exposed to various authors while combining arts, social studies, and language arts activities.
Throughout the unit the Catholic learner thinks creatively and responds reflectively.

Catholic Graduate Expectations

CGE Overall - Catholic Graduate Expectation - An Effective Communicator: An effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.

CGE Overall - Catholic Graduate Expectation - A Reflective and Creative Thinker: A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.

Task Summary

This unit allows students to explore the genre of fantasy through the study of a novel. Using a selection of novels at a variety of reading levels within the genre of fantasy, students develop their independent reading skills, reading comprehension skills, writing skills, and skills of inquiry, communication, and design. Skills are acquired through teacher-directed lessons, small group investigations, and individual work.

Students maintain a travelogue summarizing their journey through the novel. They investigate the structure of the novel, the characters, setting, and plot through design, problem-solving, and communication tasks. The Catholic learner applies effective communication, decision-making, problem-solving, and time and resource management skills.

The final demonstration of knowledge and skill is the design and promotion of a vacation fantasyland. Students create a guidebook highlighting settings throughout the novel. A map, postcard, and letter help to entice others to visit this land of fantasy.

Culminating Task Assessment

Students are creators and promoters of a fantasyland. Students want to entice others to holiday in this land of fantasy. A guidebook helps to encourage others to come and visit this area.
The guidebook includes:
a) a description of points of interest one can visit in their fantasyland, e.g., a brochure;
b) a map of the places in the novel;
c) four postcards illustrating important locations/events which demonstrate points in the story critical to the character's development. On the back of each postcard there should be a brief retelling of the event pictured, written in character. These descriptions should highlight the character's recollection of what happened here and why this event was important to the novel;
d) a letter, from one of the characters to prospective clients, that promotes the fantasy vacation.

Catholic Graduate Expectations
CGE Overall - Catholic Graduate Expectation - An Effective Communicator: An effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.

CGE Overall - Catholic Graduate Expectation - A Reflective and Creative Thinker: A reflective, creative and

holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.

Links to Prior Knowledge

Students must know how to read independently; reflect and write about novels (authors) they have previously read; have an understanding of main idea and provide supporting details; recognize elements of a novel using appropriate vocabulary (terms such as *protagonist, antagonist, setting, conflict, plot, climax,* and *resolution*); gather information and record it.

Considerations

Notes to Teacher

This Elementary Curriculum Unit has been written by a team of teachers for use by other teachers. It represents the approach they took to help students achieve the knowledge and skills described in the curriculum expectations. It is expected that teachers delivering the unit will use their professional judgment in tailoring the teaching/learning to meet the needs and interests of their students and their communities. Teachers may choose to use all or part of the unit, use additional or different resources, develop additional subtasks, and/or use these units as a stimulus to develop their own units.

The times provided by the writers for the unit and each subtask are only approximations. Teachers should adjust the task times in consideration of the needs and interests of their students and the organization of program in their school.

Each unit subtask contains strategies for teaching/learning and assessment, as well as assessment recording devices. Teachers may wish to adjust strategies based on their particular situations. Where strategies are changed, corresponding changes must be made to assessment recording devices.

Some activities in the unit may require written communication with parents and guardians to provide information, receive permission or request assistance. Teachers must follow school and board policies and procedures when communicating with parents and guardians.

Units for combined grades provide examples of activities that could be used to meet the expectations for each grade. Teachers must examine the expectations listed for each subtask to determine the approach to the activities for each grade and how the instruction and assessment will be organized. Teachers may wish to develop additional activities specific to the expectations for each grade. Often the teacher must direct one grade to work on an appropriate assignment while the teacher focuses the other grade on different content.

Adaptations

Adaptations include adjustments for exceptional pupils, students with special education needs, and/or ESL/ELD students. Teachers should consult students' Individual Educational Plans (IEP) for specific directions on required accommodations and/or modifications. Use the Teacher Companion (see Ontario Curriculum Unit Planner) to browse, copy, or bookmark Special Education and ESL/ELD strategies.

1 Literary Investigators

In small groups, students brainstorm terms related to the elements of a novel. Based on their experiences, students discuss and record definitions of these terms. Each group reports their findings in a whole class discussion. Students complete a short quiz about the terms associated with a novel.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively

CGE 3e - Catholic Graduate Expectation - A Reflective and Creative Thinker: Adopts a holistic approach to life by integrating learning from various subject areas and experience.

2 A Glimpse into your Final Voyage

Students are introduced to the culminating task. Students complete a variety of subtasks leading up to the culminating task where students are creators and promoters of a vacation in the fantasyland of the novel. Students want to entice others to holiday in this land of fantasy through a guidebook to be completed.

3 A Key to your Imagination

Many times, learning to be better writers involves opening up your imaginations. Often authors do this through gathering information/ideas from different resources. In this subtask, students begin to gather information/ideas for the culminating task by learning about vacation opportunities that already exist. As an exercise in learning to write a business letter, students write to local travel agencies requesting sample brochures. Students in the class should choose a variety of destinations that are of interest to them and that they feel would help give them ideas for their culminating task.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively

4 Predicting

Students begin this task by making predictions about the novel they are about to read. The teacher introduces the choice of novels, appropriate for all reading levels in the class, to students. Based on illustrations and messages found on the front and back covers, students make and write predictions about one of the stories. Following this, each student is encouraged to discuss their predictions as part of a whole class discussion. Students, in guided reading groups, read the first two chapters of their chosen novel and discuss the contents of these chapters.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively

CGE 3b - Catholic Graduate Expectation - A Reflective and Creative Thinker: Creates, adapts, evaluates new ideas in light of the common good.

5 Fantasy - What is it?

The elements of fantasy are introduced. Based on a prompt (BLM 5.1) which introduces the elements of fantasy, students write a one-page framework for a fantasy story, incorporating the elements of a novel discussed in Subtask 1. Students brainstorm elements that make up a fantasy story. This might be based on movies, television, or materials that they have read. Using the ideas generated, they randomly select ideas to build into their story framework.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively

6 Journeying Through the Novel

This subtask teaches students to organize their ideas logically and to analyse and plot the occurrences of the novel. Students complete a stair plot, highlighting the main events of the story. The first part of this reading summary activity is completed during the reading of the novel, and the second and third activities are to be completed after reading the novel.

Catholic Graduate Expectations
CGE 4f - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Applies effective communication, decision-making, problem- solving, time and resource management skills.

7 A Brief Encounter with the Characters

Students note and analyse attributes of characters by looking at a Bible story. Students read Luke 15:11-32 The Parable of the Prodigal Son and His Brother (BLM 7.1). In small groups, students discuss and record some adjectives that describe the values the younger brother and father possess. Each student is encouraged to record their findings.

Students repeat this same activity looking at characters within their novel. Informal presentations of each group's findings follow. Students then find four adjectives with supporting quotes that reflect two characters from the novel they are reading.

Catholic Graduate Expectations
CGE 3b - Catholic Graduate Expectation - A Reflective and Creative Thinker: Creates, adapts, evaluates new ideas in light of the common good.

8 Following the Hero's Changes

Students reflect on the psychological, physical, and spiritual changes experienced by main characters. Certain values are associated with these traits and must also be linked with the development of the character. Students begin this subtask with a second look at The Prodigal Son. During class discussions, the teacher and students discuss the psychological and physical changes the prodigal son experiences from the beginning to the end of the story.

The second activity is a similar task associated with their novel. Students write about changes the protagonist experiences in their novel. Students concentrate on what Gospel values are reflected by the characters as they move through the novel. Each student describes in written form, how the protagonist has developed throughout the novel. Writing organized and well-developed paragraphs is required. Each idea must be supported with quotes or examples from the story.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively

9 Welcome to our Milieu

When reading a novel, readers form mental images of the characters and places where the action takes place. Students select one setting and illustrate their perception of it based on supporting quotes from the novel. Quotes and accompanying page numbers must be written on the back of the illustration. Students must provide a minimum of six quotes that describe the image they are creating. This activity helps students complete postcards in the culminating task.

Catholic Graduate Expectations
CGE 3e - Catholic Graduate Expectation - A Reflective and Creative Thinker: Adopts a holistic approach to life by integrating learning from various subject areas and experience.

10 Take a Personal Journey

Students take on the role of one of the characters in the novel. They keep a diary describing the feelings they have as that particular character and describe events that occur in the novel. In character, Grade 5 students must identify one example of conflict and from their character's point of view, explain how it was resolved. Grade 6 students focus on the motivation of the character in the way in which they resolved a conflict in the story. This task is designed to help students learn to identify with a character's point of view and motivation, and to understand different types of conflict. The format of the diary is fairly informal but follows the stages of the writing process to produce a published copy.

Catholic Graduate Expectations
CGE 4b - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Demonstrates flexibility and adaptability.

11 Your Final Voyage

Students are creators and promoters of a fantasyland. Students want to entice others to holiday in this land of fantasy. A guidebook helps to encourage others to come and visit this area.
The guidebook includes:
a) a description of points of interest one can visit in their fantasyland, e.g., a brochure;
b) a map of the places in the novel;
c) four postcards illustrating important locations/events which demonstrate points in the story critical to the character's development. On the back of each postcard there should be a brief retelling of the event pictured, written in character. These descriptions should highlight the character's recollection of what happened here and why this event was important to the novel;
d) a letter, from one of the characters to prospective clients, that promotes the fantasy vacation.

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CGE Overall - Catholic Graduate Expectation - A Reflective and Creative Thinker: A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.

Dare You Delve Into Fantasy

Language A Unit for Grade 5/6

Description

In small groups, students brainstorm terms related to the elements of a novel. Based on their experiences, students discuss and record definitions of these terms. Each group reports their findings in a whole class discussion. Students complete a short quiz about the terms associated with a novel.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively

CGE 3e - Catholic Graduate Expectation - A Reflective and Creative Thinker: Adopts a holistic approach to life by integrating learning from various subject areas and experience.

Expectations

5e30 A – describe how various elements in a story function (e.g., plot, characters, setting);
6e30 A – identify the elements of a story and explain how they relate to each other (e.g., ways in which development of character and plot are interrelated);
5e49 A • contribute and work constructively in groups;
6e51 A • contribute and work constructively in groups;

Groupings

Students Working In Small Groups
Students Working Individually
Students Working As A Whole Class

Teaching / Learning Strategies

Conferencing
Prompt
Review

Assessment

The teacher assesses the students' knowledge of terms associated with a novel using BLM 1.3, Elements of a Novel Quiz.

Assessment Strategies

Observation
Quizzes, Tests, Examinations

Assessment Recording Devices

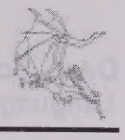
Teaching / Learning

1. The teacher brainstorms and records with students what they know about the elements of a novel. (Understanding the terms associated with the elements of a novel is essential in this unit.)

2. Students are divided into groups (guided reading groups would be an appropriate division) and given BLM 1.1 to complete together. During this time, the teacher circulates, observes, and monitors each group's progress to see if some students are experiencing problems with the terms.

3. Following this small group activity the teacher leads a whole-class discussion. Members of each group are given an opportunity to discuss their definitions. With teacher input, as points are being recorded, students revise and edit their definition sheets to include any information that was missed.

4. BLM 1.2, Glossary of Terms, is for teacher use. (Optional - the teacher may want to hand it out to students after students have a thorough understanding of the elements for reference.) The teacher distributes the Elements of a Novel Quiz (BLM 1.3). Each student completes it and returns it to the teacher. BLM 1.3 provides the teacher with feedback on each student's understanding of terms associated with a novel.



Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Some students may require assistance to read BLM 1.3 to complete the task.

Resources

BLM 1.1 Vocabulary Associated with Reading Novels	BLM_1.1_NovelVocab.cwk
BLM 1.2 Glossary of Terms	BLM_1.2_Glossary_of_Terms.cwk
BLM 1.3 Elements of a Novel Quiz	BLM_1.3_Novel_Quiz.cwk

Notes to Teacher

Teacher Reflections

Description

Students are introduced to the culminating task. Students complete a variety of subtasks leading up to the culminating task where students are creators and promoters of a vacation in the fantasyland of the novel. Students want to entice others to holiday in this land of fantasy through a guidebook to be completed.

Expectations

Groupings

Students Working As A Whole Class

Teaching / Learning Strategies

Advance Organizer

Assessment

There is no assessment for this task.

Assessment Strategies

Assessment Recording Devices

Teaching / Learning

1. Some activities in the unit may require written communication with parents and guardians to provide information, receive permission or request assistance. Teachers must follow school and board policies and procedures when communicating with parents and guardians.

2. This task requires students to use the Internet. Teachers must ensure that students know and follow board and school policies related to Internet use.

3. Introduce BLM 2.1. Explain that this is the organizer to help students prepare for the culminating task. Students engage in a variety of activities, which helps to prepare them for their final task.

4. Attached to Subtask 11, Your Final Voyage, are sample rubrics which indicate the expectations on which the Grade 5 and Grade 6 students will be evaluated. Review these rubrics with students and modify them as required to arrive at a consensus on how students will be assessed. These rubrics are simply suggestions. The teacher may change them as required.

5. Send the outline of the culminating task and the rubrics home with students to review with their parents/guardians. A parent's/guardian's signature is recommended.

6. When the culminating task is complete, students present their final voyage assignment to other classes in the school. They should also be prepared to answer questions.

Adaptations

Resources

BLM 2.1 Introduction to the Culminating Task BLM_2.1_Culminating_Intro.cwk

Notes to Teacher

Teacher Reflections

Dare You Delve Into Fantasy

Language A Unit for Grade 5/6

Description

Many times, learning to be better writers involves opening up your imaginations. Often authors do this through gathering information/ideas from different resources. In this subtask, students begin to gather information/ideas for the culminating task by learning about vacation opportunities that already exist. As an exercise in learning to write a business letter, students write to local travel agencies requesting sample brochures. Students in the class should choose a variety of destinations that are of interest to them and that they feel would help give them ideas for their culminating task.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively

Expectations

5e3 A	• organize information to convey a central idea, using well-developed paragraphs that focus on a main idea and give some relevant supporting details;
5e10 A	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
6e3 A	• organize information to convey a central idea, using well-linked paragraphs;
6e10 A	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).

Groupings

Students Working As A Whole Class
Students Working Individually

Teaching / Learning Strategies

Demonstration
Guided Exploration

Assessment

The students' letters are assessed using BLM 3.3 for Grade 5 students and BLM 3.4 for Grade 6 students. This formative assessment helps students develop the skills they need to complete the letter required for the culminating task.

Assessment Strategies

Assessment Recording Devices

Rating Scale

Teaching / Learning

Teachers contact some travel agencies before this subtask to determine if these travel agencies would be willing to provide students with travel brochures. If this is a problem, the teacher will have to create an alternate activity for students.

1. Discuss with students how authors often do research to provide ideas or expand their creative thinking. Give an example of one author's research process. Choose an author that is familiar to the students. Emphasize how the author researched the setting for his/her story.

2. The teacher places BLM 3.2 on an overhead. Using a problem-solving approach, the students identify various parts of the letter and what the purpose of each part is. The teacher provides the names of the various parts if students are not aware of them and labels each part directly on the overhead. The teacher may choose to post or distribute BLM 3.1.

3. The teacher reviews the stages of the writing process. These stages should be posted in the classroom for reference. The teacher meets with the Grade 5 students to review editing for punctuation. The teacher meets with the Grade 6 students to review editing for use of verb tenses.

4. Students then create a rough draft of a letter to a travel agent.

5. Students self-edit, peer edit, and conference with the teacher before they begin to publish their letter.

6. Good copies of their letters could be completed by hand or on the computer in next computer period.

7. Mail letters to travel agencies.

Adaptations

Resources

BLM 3.1 Parts of a Business Letter	BLM_3.1_Business_Letter.cwk
BLM 3.2 Sample Letter	BLM_3.2_Sample_Letter.cwk
BLM 3.3 Business Letter Rating Scale Grade 5	BLM_3.3_Gr5_BusnsLetrRtScl.cwk
BLM 3.4 Business Letter Rating Scale Grade 6	BLM_3.4_Gr6_BusnsLetrRtScl.cwk

Notes to Teacher

Before starting this activity the teacher needs to contact several travel agencies to see if they are interested in participating in this activity. Request their mailing and/or e-mail addresses which will be given out to students.

Teacher Reflections

Dare You Delve Into Fantasy

Language A Unit for Grade 5/6

Description

Students begin this task by making predictions about the novel they are about to read. The teacher introduces the choice of novels, appropriate for all reading levels in the class, to students. Based on illustrations and messages found on the front and back covers, students make and write predictions about one of the stories. Following this, each student is encouraged to discuss their predictions as part of a whole class discussion. Students, in guided reading groups, read the first two chapters of their chosen novel and discuss the contents of these chapters.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively

CGE 3b - Catholic Graduate Expectation - A Reflective and Creative Thinker: Creates, adapts, evaluates new ideas in light of the common good.

Expectations

5e33 A – select appropriate reading strategies (e.g., adjust reading speed according to the purpose of reading or the difficulty of the piece; make inferences; record key points);

6e35 A – select appropriate reading strategies (e.g., adjust reading speed as necessary; take notes and use diagrams to organize them);

5e27 • understand the vocabulary and language structures appropriate for this grade level;

6e28 • understand the vocabulary and language structures appropriate for this grade level;

Groupings

Students Working As A Whole Class
Students Working Individually

Teaching / Learning Strategies

Read Aloud
Guided Reading

Assessment

The teacher observes the students' ability to predict events of a novel based on its cover, as well as their understanding of terms associated with the novel. During discussions, the teacher observes the students comprehension of the material and records it in an anecdotal record.

Assessment Strategies

Observation

Assessment Recording Devices

Anecdotal Record

Teaching / Learning

A brief list of suggested novels within the genre of fantasy is provided in Resources. The novels are suitable for Grade 5 and Grade 6 students.

1. The teacher chooses a novel to model the next activity with the students. Students are asked to look at the covers (back and front) and the title of the book that has been chosen (putting the front and back covers on an overhead would facilitate whole class participation). Students are asked to make predictions about the story. The teacher records their predictions.

2. Students choose a novel from an assortment of novels at various reading levels. Based on illustrations and messages found on the front and back covers, students write predictions about the story. They are also asked to explain why they think it might belong to the genre of fantasy.

3. Each student is given a copy of BLM 4.1 to record their ideas. Following this, each student is encouraged to discuss their predictions in a whole class discussion. These can be recorded on chart paper and can be revisited at the conclusion of their novel study.

4. During the next two days, students read the first two chapters of the novel. The teacher meets with each guided reading group to engage students and create a purpose for continued reading, as well as to review reading strategies and vocabulary. At this time, the teacher may select some students to read aloud in an independent area to assess them in oral reading ability. Group discussion of the content read should occur during and/or following the reading of these two chapters.

5. These discussions provide students with an introduction to the novel. During discussions, the teacher and students can identify the protagonist and antagonist, the setting, the conflict and more introductory information necessary to help students with their understanding of the novel.

6. Students continue to read their novel independently in their guided reading groups. The teacher meets with each group to review reading strategies and provide students with a purpose for reading.

7. Students must keep a record of relevant information. BLM 4.2 will help students record necessary information in an organized fashion. This information is important for the completion of remaining subtasks, including the culminating task.

8. The teacher continues to meet with individual students in an independent area of the classroom and has them read aloud. An oral reading assessment tool should be developed by the teacher based on the specific expectations for each grade level.

Adaptations

Resources

BLM 4.1 Predictions	BLM_4.1_Predictions.cwk
BLM 4.2 Recording Sheet	BLM_4.2_RecordingOrganizer.cwk
Silverwing	K. Oppel
Chronicles of Narnia	C.S. Lewis
Tuck Everlasting	Natalie Babbitt
A Wrinkle in Time	M. L'Engle
Dust	A. Slade
The Farthest Shore	Ursula K. Le Guin
The Golden Compass	Philip Pullman
The Serpent's Egg	J. Fitzgerald McCurdy

Notes to Teacher

The information students record in this activity will help them in completing Subtasks 8 and 9.

Teachers should ensure that the novels chosen are approved for use in the school board.

Teacher Reflections

Description

The elements of fantasy are introduced. Based on a prompt (BLM 5.1) which introduces the elements of fantasy, students write a one-page framework for a fantasy story, incorporating the elements of a novel discussed in Subtask 1. Students brainstorm elements that make up a fantasy story. This might be based on movies, television, or materials that they have read. Using the ideas generated, they randomly select ideas to build into their story framework.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively

Expectations

5e3	• organize information to convey a central idea, using well-developed paragraphs that focus on a main idea and give some relevant supporting details;
5e11	– use phrases appropriately to clarify meaning (e.g., For someone of her age, she plays the piano very well);
5e61	– contribute ideas to help solve problems, and listen and respond constructively to the ideas of others when working in a group;
6e3	• organize information to convey a central idea, using well-linked paragraphs;
6e18	– select words and expressions to create specific effects (e.g., to distinguish speakers in dialogue);
6e12	– use adjective and adverb phrases correctly and effectively;

Groupings

Students Working As A Whole Class
Students Working Individually

Teaching / Learning Strategies

Guided Exploration
Writing Process

Assessment

Anecdotal comments could focus on the ability of the student to develop story frameworks from the random elements or on the learning skills demonstrated by students as they complete this task.

Assessment Strategies

Observation

Assessment Recording Devices

Anecdotal Record

Teaching / Learning

1. As a whole class, students brainstorm elements that make something a fantasy. The teacher records the information. The teacher reminds students of popular books read, television shows, or movies that have fantasy elements and discusses why these are called fantasy stories. The teacher and students read what makes a fantasy story from BLM 5.1 and compare this list to the one generated by the students.

2. The teacher writes these headings on the board or experience chart paper: Protagonists, Antagonists, Secondary Characters, Settings, Problems/Conflicts and Resolutions.

3. As a class, students brainstorm a list of possible characters and ideas for each category. The ideas, problems, and resolutions that are generated need to be general enough that they can be intermixed. There needs to be six items under each category. Each item is numbered from 1 to 6.

4. The teacher models the next activity before the students begin. The teacher rolls one die for each category. The number on the die determines the number in each category. Each story is created by using the information in each category as determined by the die.

5. Students are then given dice and they roll the dice to randomly select the six story items. For example, they might be writing a framework for Protagonist 6, in Setting 4, who encounters Problem 5 and Resolution 1.

6. Using the selected items, students create a framework for their story (one page maximum) using jots notes. The framework includes all of the elements that are listed. Encourage the use of descriptive, mood-setting language.

Adaptations

Resources

BLM 5.1 What is Fantasy BLM_5.1_What_is_Fantasy.cwk

Notes to Teacher

Optional Activity: This story framework can be taken through the writing process to the published form.

Teacher Reflections

Dare You Delve Into Fantasy

Language A Unit for Grade 5/6

Description

This subtask teaches students to organize their ideas logically and to analyse and plot the occurrences of the novel. Students complete a stair plot, highlighting the main events of the story. The first part of this reading summary activity is completed during the reading of the novel, and the second and third activities are to be completed after reading the novel.

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CGE 4f - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Applies effective communication, decision-making, problem- solving, time and resource management skills.

Expectations

5e29 A – describe a series of events in a written work (e.g., in a novel or a history book), using evidence from the work;

5e45 • communicate information, explain a variety of ideas and procedures, and follow the teacher's instructions;

6e30 – identify the elements of a story and explain how they relate to each other (e.g., ways in which development of character and plot are interrelated);

6e32 A – summarize and explain the main ideas in information materials (e.g., textbooks), and cite details that support the main ideas;

6e33 – make judgements and draw conclusions about ideas in written materials on the basis of evidence;

6e52 A • demonstrate the ability to concentrate by identifying main points and staying on topic;

5e50 A • demonstrate the ability to concentrate by identifying main points and staying on topic;

Groupings

Students Working As A Whole Class
Students Working Individually

Teaching / Learning Strategies

Demonstration
Guided Exploration

Assessment

This activity is assessed using BLM 6.1. While students are on the computers the teacher completes a brief checklist on each student.

Assessment Strategies

Assessment Recording Devices

Checklist

Teaching / Learning

1. Review a story plot using the example of the fairy tale *Beauty and the Beast*. BLM 6.2 has this story mapped out in a stair plot.

2. Select a fairy tale with which all students have had experience and complete together on the board or overhead. The teacher should then model how to create the stair plot.

3. Following this lesson, students complete their own stair plot, based on the novel they are in the process of reading. Direct students to the plot steps they identified in Subtask 4, BLM 4.2, to help them with this task. This task will be completed throughout the reading of the novel.

The students could use a computer software program such as Appleworks Draw to create their stair plots.

Adaptations

Resources

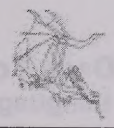
BLM 6.1 Checklist for Stair Plot	BLM_6.1_Stair_Plot_Chklist.cwk
BLM 6.2 Stair Plot of the Story Beauty and the Beast	BLM_6.2_B+B_Plot_Sample.cwk

Notes to Teacher

Plot is a difficult literary element for some students to tackle as writers. By exploring the plots of other stories and novels they have read, students learn how to be more effective with plot development in their own writing.

Teacher Reflections

A Brief Encounter with the Characters



Description

Students note and analyse attributes of characters by looking at a Bible story. Students read Luke 15:11-32 The Parable of the Prodigal Son and His Brother (BLM 7.1). In small groups, students discuss and record some adjectives that describe the values the younger brother and father possess. Each student is encouraged to record their findings.

Students repeat this same activity looking at characters within their novel. Informal presentations of each group's findings follow. Students then find four adjectives with supporting quotes that reflect two characters from the novel they are reading.

Catholic Graduate Expectations
CGE 3b - Catholic Graduate Expectation - A Reflective and Creative Thinker: Creates, adapts, evaluates new ideas in light of the common good.

Expectations

5e31 A – make judgements and draw conclusions about the content in written materials, using evidence from the materials;

6e33 A – make judgements and draw conclusions about ideas in written materials on the basis of evidence;

Groupings

Students Working Individually
Students Working In Small Groups
Students Working As A Whole Class

Teaching / Learning Strategies

Guided Exploration
Directed Reading-thinking Activity
Read Aloud

Assessment

Since the expectations for the two grades are similar, assess the Grade 6 students' ability to build on existing skills, producing work of greater depth and complexity. This is a formative assessment. The teacher conferences with students who experience difficulty identifying specific points. Use BLM 7.5 as a means of formative assessment.

Assessment Strategies

Performance Task

Assessment Recording Devices

Checklist

Teaching / Learning

Although a copy of the story is provided (BLM 7.1), it is recommended that the teacher use Bibles directly, if available.

1. Students and the teacher read *The Parable of the Prodigal Son* story together. Briefly discuss the events of the story.

2. The teacher models how to fill in a character web (using a descriptive adjective and a direct quote to support it). The teacher emphasizes the use of quotation marks for Grade 5 and the selection of words and expressions to create specific effects for Grade 6.

3. In small groups, students find adjectives which describe the younger son and his father. Each adjective must be supported with a quote. Students record their answers on BLM 7.2.

4. The teacher asks each group to share the adjectives and quotes they have found.

Optional - BLM 7.2 can be made into an overhead and as each group reports their information, the teacher can record answers.

Link to the Novel
1. Students repeat the same process using BLM 7.4 and search for adjectives, supported with quotes, to describe characters in their novels.

Encourage students to use appropriate vocabulary and develop an understanding of new words.

2. When students have had the opportunity to complete BLM 7.4, have them share their findings in small groups.

Adaptations

Resources

BLM 7.1 The Parable of the Prodigal Son and His Brother	BLM_7.1_Prodigal_Son.cwk
BLM 7.2 Prodigal Son Charater Webs	BLM_7.2_Son_Character_Webs.cwk
BLM 7.3 Prodigal Son Character Webs - Possible Answers	BLM_7.3_SonCharactrWebSamp.cwk
BLM 7.4 Character Webs	BLM_7.4_BlankWebTemplate.cwk
BLM 7.5 Character Checklist	BLM_7.5_Charater_Checklist.cwk
Holy Bible NRSV	

Notes to Teacher

This subtask provides students with a clearer understanding of their characters' traits and a better understanding of the characters' point of view necessary for the culminating task, e.g., writing of the letter.

Examples of possible adjectives to describe the father and son are provided for the teacher (see BLM 7.3).

Teacher Reflections

Description

Students reflect on the psychological, physical, and spiritual changes experienced by main characters. Certain values are associated with these traits and must also be linked with the development of the character. Students begin this subtask with a second look at The Prodigal Son. During class discussions, the teacher and students discuss the psychological and physical changes the prodigal son experiences from the beginning to the end of the story.

The second activity is a similar task associated with their novel. Students write about changes the protagonist experiences in their novel. Students concentrate on what Gospel values are reflected by the characters as they move through the novel. Each student describes in written form, how the protagonist has developed throughout the novel. Writing organized and well-developed paragraphs is required. Each idea must be supported with quotes or examples from the story.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively

Expectations

5e3 A	• organize information to convey a central idea, using well-developed paragraphs that focus on a main idea and give some relevant supporting details;
5e4 A	• use simple, compound, and complex sentences;
5e10 A	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
5e29	– describe a series of events in a written work (e.g., in a novel or a history book), using evidence from the work;
5e30 A	– describe how various elements in a story function (e.g., plot, characters, setting);
5e31	– make judgements and draw conclusions about the content in written materials, using evidence from the materials;
6e3 A	• organize information to convey a central idea, using well-linked paragraphs;
6e4 A	• use a variety of sentence types (e.g., questions, statements) and sentence structures (e.g., complex sentences) appropriate for their purposes;
6e10 A	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
6e30 A	– identify the elements of a story and explain how they relate to each other (e.g., ways in which development of character and plot are interrelated);
6e32	– summarize and explain the main ideas in information materials (e.g., textbooks), and cite details that support the main ideas;

Groupings

Students Working As A Whole Class
Students Working Individually

Teaching / Learning Strategies

Demonstration
Guided Exploration

Assessment

The teacher assesses the students' ability to organize information using well-developed paragraphs and to effectively use the writing process. Each paragraph must contain examples of character development, from the beginning to the end of the novel.

Assessment Strategies

Assessment Recording Devices

Rubric

Teaching / Learning

1. Reread *The Parable of the Prodigal Son* as a whole class, from an overhead projector.

2. Together, identify the prodigal son's behaviours and changes and examine why these changes came about.

Discuss how these changes are important to the story.

3. On the overhead, discuss the various types of sentences that are evident in the text. Grade 5 students need to know the differences between simple, compound, and complex sentences. The Grade 6 students need to understand how to use a variety of sentence types and sentence structures appropriate for their purposes.

4. The teacher reviews the term *characterization*. Characterization is the creation and development of a character in a story. Readers learn about a character through description, dialogue, the character's actions, or the reactions of other characters to that character. Emphasize that, like the characters of a novel, we are known as who we are by the things that we say and the things that we do.

A static character stays the same throughout a story and does not grow in any way. A dynamic character changes from the beginning to the end of a story because of what happens to her or him. Discuss the changes in the prodigal son's character: describe the changes in his personality, what caused these changes, and how these changes are important to the story.

5. The teacher models the use of jot notes when discussing the character changes.

Record the information on chart paper or the board. The teacher then models how to categorize these jot notes and write paragraphs using these jot notes as a base. The teacher also models how to provide supporting evidence when making a point.

Some of the main points which should be addressed are:
- The prodigal son was young and selfish and believes he is capable of living independently from his father.
- For him, fulfilling his personal needs is more important than the needs of his family (being a responsible family member).
- His freedom is followed by a series of unfortunate events (poverty, hunger, etc.) which eventually lead him to realize that he should return to his father's house.

Link to the Novel
1. Following this activity, each student describes what the protagonist in their novel is like and how this person changes as the novel progresses from the beginning to the middle to the end. Direct students to consider the Gospel values (honesty, love, care for others, family) demonstrated by the characters as they move through their novel. Encourage students to refer back to the character information they gathered on BLM 4.2.

2. Once students have gathered the necessary information, they begin to write a series of paragraphs, describing how they see the growth of the protagonist over the course of the novel. Stress the importance of providing supporting evidence from the novel for their thoughts and ideas. Students follow the stages of the writing process.

3. The teacher should meet with each grade separately to review/model how to revise and edit for grammar, spelling, and punctuation, according to grade-specific expectations.

Adaptations

Resources

Following Hero Changes Grade 5

Following Hero Changes Grade 6

Holy Bible NRSV

Notes to Teacher

This subtask provides students with a clearer understanding of the character's traits and development. This also assists students with the letter and the postcards in the culminating task, when they must write from the point of view of the characters.

Teacher Reflections

Description

When reading a novel, readers form mental images of the characters and places where the action takes place. Students select one setting and illustrate their perception of it based on supporting quotes from the novel. Quotes and accompanying page numbers must be written on the back of the illustration. Students must provide a minimum of six quotes that describe the image they are creating. This activity helps students complete postcards in the culminating task.

Catholic Graduate Expectations
CGE 3e - Catholic Graduate Expectation - A Reflective and Creative Thinker: Adopts a holistic approach to life by integrating learning from various subject areas and experience.

Expectations

5e25 A • explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;

6e26 A • explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;

Groupings

Students Working Individually

Teaching / Learning Strategies

Demonstration
Visualisation

Assessment

The expectations for this subtask are very similar for Grades 5 and 6, therefore, only one assessment tool (BLM 9.1) is included. The teacher looks for Grade 6 students to build on existing skills, producing work of greater depth and complexity. Using a rating scale, the teacher assesses the students' ability to illustrate the setting in an artistic way based on evidence found in their novels.

Assessment Strategies

Assessment Recording Devices

Rating Scale

Teaching / Learning

1. Quite often, literary devices such as similes, metaphors, and personification are applied when describing the setting. Review the terms simile, metaphor and personification, using examples that students would relate to and be familiar with.

Readers form mental images of the places about which they read. The following descriptions are examples of the kinds of quotes students may encounter when reading their novel:
"...an old oak tree with a swing hanging from its branches..." (page ...)
"...it was summer and the rays of the blazing sun danced on the creek... " (page...)
"...the oak tree kept the sun away." (page...)
"The remains of a white picket fence shamelessly defended the front yard." (page...)
"The shutters and doors of the old house hung lifelessly by their broken hinges" (page...)

2. The teacher chooses six quotes that describe particular settings from a book familiar to the students (a book that has been read aloud to students would be ideal). The teacher models how to create one or two of the

settings, using paint, markers, etc., explaining to students the importance of capturing the setting in an imaginative way. These creations are not completed but merely used as a model for students.

3. Based on evidence from their novel, students would illustrate... a hot summer day with the sun's rays beaming over a creek, ...an oak tree with a swing hanging from it, etc.

Link to the Novel

1. Once students have selected their six quotes and page numbers, they illustrate their interpretations of them in a two- or three-dimensional work of art. The materials required can be preselected by the teacher.
The selected quotes upon which the art is based should be attached to the final product.

Adaptations

Resources

BLM 9.1 Welcome to our Milieu Rating Scale Grades 5 and 6 BLM_9.1_Milieu_Rating_Scale.cwk

Notes to Teacher

This activity provides students with the opportunity to revisit descriptive words the narrator uses to describe important places in their novel and to express themselves artistically. As students complete their images, the teacher is encouraged to post them on a bulletin board.

Remind students how this activity may help them in part of the culminating task (postcards).

Simile: A comparison of two unlike things using the words like or as. 'Gloria was as graceful as a swan.'

Metaphor: A comparison of two unlike things, which, does not include the words like or as. 'During the month of June, the classroom was an oven, and the students baked inside it.'

Personification: To give inanimate objects or things human qualities. 'The waves' fingers reached up and pulled the raft below the surface of the murky water.'

Teacher Reflections

Description

Students take on the role of one of the characters in the novel. They keep a diary describing the feelings they have as that particular character and describe events that occur in the novel. In character, Grade 5 students must identify one example of conflict and from their character's point of view, explain how it was resolved. Grade 6 students focus on the motivation of the character in the way in which they resolved a conflict in the story. This task is designed to help students learn to identify with a character's point of view and motivation, and to understand different types of conflict.
The format of the diary is fairly informal but follows the stages of the writing process to produce a published copy.

Catholic Graduate Expectations
CGE 4b - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Demonstrates flexibility and adaptability.

Expectations

5e4 A	• use simple, compound, and complex sentences;
5e5 A	• produce pieces of writing using a variety of forms (e.g., stories, poems, reports), narrative techniques (e.g., first- and third-person points of view, dialogue), and materials from other media (e.g., illustrations);
5e10 A	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
6e4 A	• use a variety of sentence types (e.g., questions, statements) and sentence structures (e.g., complex sentences) appropriate for their purposes;
6e5 A	• produce pieces of writing using a variety of forms (e.g., newspaper articles, lyrics, summaries of information), techniques and resources (e.g., library resources) appropriate to the form and purpose, and materials from other media (e.g., film clips);
6e10 A	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
5e32 A	– begin to identify a writer's or character's point of view;
6e34 A	– identify a writer's perspective or character's motivation;

Groupings

Students Working Individually

Teaching / Learning Strategies

Demonstration

Assessment

This subtask will be evaluated by using a rating scale which includes space for the teacher's comments. The comments should specifically refer to the students' ability to identify with/understand the character's point of view (Grade 5) or motivation (Grade 6). The teacher assess the learning, using a teacher-developed assessment recording device.

Assessment Strategies

Assessment Recording Devices

Rating Scale

Teaching / Learning

1. Discuss with students the term *point of view*. Review a fairy tale such as *Goldilocks and the Three Bears*. Orally, students discuss the story from Goldilocks' point of view as compared to that of the three bears. On the overhead or board, the teacher writes down points that the teacher and students have discussed. Discuss with students the meaning of *motivation* and where it comes into the story. Why did Goldilocks walk into the bears' house and use the three bears' things?

2. As a group, students and the teacher discuss how it would feel to be certain characters in the novels that they have just completed. It is important to look at how the characters' feelings have changed at different points in the novel and events/conflicts that have occurred to make the characters change.

3. Review types of conflicts that can occur in a novel (use BLM 10.1 as a guide). Orally, or in writing, ask students to identify an example of each kind of conflict from their novel. Ensure that they are able to provide the reason

why they think each is an appropriate example.

Provide sample diary entries and with the students identify the type of conflict that the character is experiencing, e.g., a person versus himself.

Link to the Novel

1. Each student takes on the role of one of the main characters from his/her novel and complete at least five journal entries describing that character's feelings and the way the character viewed things around a particular point in the novel where a major event or conflict has taken place. Grade 5 students focus on writing events from the character's point of view. Grade 6 students focus on identifying and explaining the motivation behind the character's actions. Emphasize with students that the journal entries should reveal some of the values held by the character as the character tries to resolve the conflict.

The teacher reminds students about prior lessons regarding sentence types, sentence structures, and revising and editing processes.

2. The teacher shares the rating scale with students at this point.

Adaptations

Resources

BLM 10.1 What is Conflict? (Teacher Reference)	BLM_10.1_What_is_Conflict.cwk
BLM 10.2 Rating Scale for Writing of Fantasy Diary	BLM_10.2_DairyRatingScale.cwk

Notes to Teacher

This activity is intended to use the entire writing process, resulting in a published copy (see BLM 10.2).

It is intended that this activity help students with the culminating task assignment where they are required to write a letter from one of the character's point of view.

Teacher Reflections

Description

Students are creators and promoters of a fantasyland. Students want to entice others to holiday in this land of fantasy. A guidebook helps to encourage others to come and visit this area.
The guidebook includes:
a) a description of points of interest one can visit in their fantasyland, e.g., a brochure;
b) a map of the places in the novel;
c) four postcards illustrating important locations/events which demonstrate points in the story critical to the character's development. On the back of each postcard there should be a brief retelling of the event pictured, written in character. These descriptions should highlight the character's recollection of what happened here and why this event was important to the novel;
d) a letter, from one of the characters to prospective clients, that promotes the fantasy vacation.

Catholic Graduate Expectations
CGE Overall - Catholic Graduate Expectation - An Effective Communicator: An effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.

CGE Overall - Catholic Graduate Expectation - A Reflective and Creative Thinker: A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.

Expectations

6e4 A	• use a variety of sentence types (e.g., questions, statements) and sentence structures (e.g., complex sentences) appropriate for their purposes;
6z14 A	– construct and read a variety of graphs, charts, diagrams, maps, and models for specific purposes (e.g., to trace the routes of the explorers);
6e5 A	• produce pieces of writing using a variety of forms (e.g., newspaper articles, lyrics, summaries of information), techniques and resources (e.g., library resources) appropriate to the form and purpose, and materials from other media (e.g., film clips);
5e31 A	– make judgements and draw conclusions about the content in written materials, using evidence from the materials;
5e3 A	• organize information to convey a central idea, using well-developed paragraphs that focus on a main idea and give some relevant supporting details;
5e7	• revise and edit their work, seeking feedback from others and focusing on content, organization, and appropriateness of vocabulary for audience;
5e25 A	• explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;
6e3 A	• organize information to convey a central idea, using well-linked paragraphs;
6e7	• revise and edit their work in collaboration with others, seeking and evaluating feedback, and focusing on content, organization, and appropriateness of vocabulary for audience;
6e33 A	– make judgements and draw conclusions about ideas in written materials on the basis of evidence;
6z15	– communicate information, using media works, oral presentations, written notes and descriptions,

Groupings
Students Working Individually

Teaching / Learning Strategies
Guided Exploration
Story Mapping

Assessment
The evaluation of this subtask includes a student self-assessment checklist (BLM 14.1) that they complete before handing in their assignments. The teacher uses the rubric designed specifically for this task to assess the students' understanding of the novel and the genre of fantasy.

Assessment Strategies
Performance Task
Learning Log

Assessment Recording Devices
Rubric
Rating Scale

drawings, tables, charts, maps, and graphs.

5e6 A • produce media texts using writing and materials from other media (e.g., an advertisement for radio or television);

5e19 A – use levels of language appropriate to their purpose (e.g., informal language to write a letter to a friend and formal language to invite a guest speaker to the school);

5e20 A – select and use words to create specific effects (e.g., to create a mood);

Teaching / Learning

By this point in the unit, students should have received their correspondence from the travel agencies. Use materials received to discuss what it is about the brochures that makes the sites attractive to consumers. Look at how the brochure is organized. Discuss what makes the brochure appealing to consumers. Ask students what information they can gather from the brochures. They might have catchy slogans, attractions listed or illustrated, events that are available that are out of the ordinary or unique, etc.

The teacher records all significant features of a brochure on chart paper or overhead for future reference.

Guidebook

In their guidebooks, students should focus on the main attractions in their fantasyland. They should stress places of interest one can visit, the attractions that can be seen, and the wonders that can be found in this fantasyland. Their purpose here is to promote their land to tourists.

The teacher spends time explaining all expectations related to the guidebook with the students in both Grade 5 and Grade 6.

Map-Making

Students create a map based on the setting of their novel. The teacher may want to review mapping skills by revisiting the mapping terms (BLM 11.1) and also by doing the mapping lesson (BLM 11.2) with its answer sheet (BLM 11.3), if necessary. A rating scale is provided (BLM 11.4 and 11.5). Students should include a compass rose, a legend, and a key for any symbols used and print or write neatly when labelling areas. (These places on the map should have been mentioned in the guidebook.) To add to the map's atmosphere, students could include details, such as aging the map, e.g., with lemon or tea bags, and use of colour, e.g., light colours for friendly areas and dark colours for hostile areas. For added interest, students could include mythical creatures, such as trolls and unicorns and hazards, such as dragons and bottomless pits.

Postcards

Students create four postcards illustrating important locations/events which demonstrate points in the story critical to the character's development. On the back, there should be a description of the event written in character. These descriptions (minimum of four sentences) highlight the character's recollection of what happened at this location and why this event was important to the novel.

The teacher reviews the lesson taught in Subtask 9, where students depicted various settings from the novel.

Letter

Students take on the role of one of the characters in the novel. As this character, students write a letter to prospective clients. The purpose of this letter is to draw attention to the main events/highlights of this land.

The teacher reviews the lesson previously taught in Subtask 3, where students had practice writing a business letter. The teacher also reviews the stages of the writing process, focusing on the revising and editing stages.

Checklist

Students complete a self-assessment checklist that they include with their projects (BLM 11.6).

Dare You Delve Into Fantasy

Language A Unit for Grade 5/6

Presentation
When the culminating task is complete, students present their final voyage assignment to other classes in the school. They should be prepared to answer questions on their assignments.

Rubric
The teacher works with the students in Grade 6 to design a rubric to assess their work on the final journey. The rubric criteria and/or descriptors should be selected from the "Reasoning and Critical Thinking" strand of the Reading expectations.

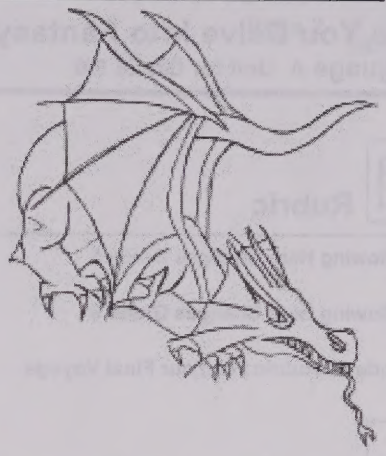
Adaptations

Resources

Grade 5 - Rubric For Your Final Voyage	
BLM 11.6 Student Self-Assessment Checklist for Your Final Voyage	BLM_11.6_SelfAssessmtChklst.cwk
BLM 11.1 Mapping Terms	BLM_11.1_MappingTerms.cwk
BLM 11.2 Map	BLM_11.2_Map_Questions.cwk
BLM 11.3 Map Answers	BLM_11.3_Map_Answers.cwk
BLM 11.4 Map Rating Scale Grade 5	BLM_11.4_Gr5_MapRatingScale.cwk
BLM 11.5 Map Rating Scale Grade 6	BLM_11.5_Gr6_MapRatingScale.cwk

Notes to Teacher

Teacher Reflections



Appendices

Dare You Delve Into Fantasy

Language

Resource List:

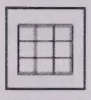
Blackline Masters:

Rubrics:

Unit Expectation List and Expectation Summary:

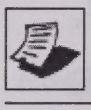
Dare You Delve Into Fantasy

Language A Unit for Grade 5/6



Rubric

- ☐ **Following Hero Changes Grade 5** ST 8
  2
- ☐ **Following Hero Changes Grade 6** ST 8
  2
- ☐ **Grade 5 - Rubric For Your Final Voyage** ST 11
  2



Blackline Master / File

- ☐ **BLM 1.1 Vocabulary Associated with Reading Novels** ST 1
  BLM_1.1_NovelVocab.cwk
  In groups, students define terms associated with the structure of a novel, i.e., protagonist, setting, conflict, etc.
- ☐ **BLM 1.2 Glossary of Terms** ST 1
  BLM_1.2_Glossary_of_Terms.cwk
- ☐ **BLM 1.3 Elements of a Novel Quiz** ST 1
  BLM_1.3_Novel_Quiz.cwk
- ☐ **BLM 10.1 What is Conflict? (Teacher Reference)** ST 10
  BLM_10.1_What_is_Conflict.cwk
- ☐ **BLM 10.2 Rating Scale for Writing of Fantasy Diary** ST 10
  BLM_10.2_DairyRatingScale.cwk
- ☐ **BLM 11.1 Mapping Terms** ST 11
  BLM_11.1_MappingTerms.cwk
- ☐ **BLM 11.2 Map** ST 11
  BLM_11.2_Map_Questions.cwk
- ☐ **BLM 11.3 Map Answers** ST 11
  BLM_11.3_Map_Answers.cwk
- ☐ **BLM 11.4 Map Rating Scale Grade 5** ST 11
  BLM_11.4_Gr5_MapRatingScale.cwk
- ☐ **BLM 11.5 Map Rating Scale Grade 6** ST 11
  BLM_11.5_Gr6_MapRatingScale.cwk
- ☐ **BLM 11.6 Student Self-Assessment Checklist for Your Final Voyage** ST 11
  BLM_11.6_SelfAssessmtChklst.cwk
- ☐ **BLM 2.1 Introduction to the Culminating Task** ST 2
  BLM_2.1_Culminating_Intro.cwk
- ☐ **BLM 3.1 Parts of a Business Letter** ST 3
  BLM_3.1_Business_Letter.cwk
- ☐ **BLM 3.2 Sample Letter** ST 3
  BLM_3.2_Sample_Letter.cwk
- ☐ **BLM 3.3 Business Letter Rating Scale Grade 5** ST 3
  BLM_3.3_Gr5_BusnsLetrRtScl.cwk
- ☐ **BLM 3.4 Business Letter Rating Scale Grade 6** ST 3
  BLM_3.4_Gr6_BusnsLetrRtScl.cwk
- ☐ **BLM 4.1 Predictions** ST 4
  BLM_4.1_Predictions.cwk
- ☐ **BLM 4.2 Recording Sheet** ST 4
  BLM_4.2_RecordingOrganizer.cwk
- ☐ **BLM 5.1 What is Fantasy** ST 5
  BLM_5.1_What_is_Fantasy.cwk
- ☐ **BLM 6.1 Checklist for Stair Plot** ST 6
  BLM_6.1_Stair_Plot_Chklist.cwk
- ☐ **BLM 6.2 Stair Plot of the Story Beauty and the Beast** ST 6
  BLM_6.2_B+B_Plot_Sample.cwk
- ☐ **BLM 7.1 The Parable of the Prodigal Son and His Brother** ST 7
  BLM_7.1_Prodigal_Son.cwk
- ☐ **BLM 7.2 Prodigal Son Charater Webs** ST 7
  BLM_7.2_Son_Character_Webs.cwk
- ☐ **BLM 7.3 Prodigal Son Character Webs - Possible Answers** ST 7
  BLM_7.3_SonCharactrWebSamp.cwk
- ☐ **BLM 7.4 Character Webs** ST 7
  BLM_7.4_BlankWebTemplate.cwk
- ☐ **BLM 7.5 Character Checklist** ST 7
  BLM_7.5_Charater_Checklist.cwk
- ☐ **BLM 9.1 Welcome to our Milieu Rating Scale Grades 5 and 6** ST 9
  BLM_9.1_Milieu_Rating_Scale.cwk

Print

- ☐ **A Wrinkle in Time** — **ST 4**
  M. L'Engle
- ☐ **Chronicles of Narnia** — **ST 4**
  C.S. Lewis
- ☐ **Dust** — **ST 4**
  A. Slade
- ☐ **Holy Bible NRSV** — **ST 7**
  0-88834-021-4
  The Holy Bible containing the Old and New Testaments.
- ☐ **Holy Bible NRSV** — **ST 8**
  0-88834-021-4
  The Holy Bible containing Old and New Testaments.
- ☐ **Silverwing** — **ST 4**
  K. Oppel
- ☐ **The Farthest Shore** — **ST 4**
  Ursula K. Le Guin
- ☐ **The Golden Compass** — **ST 4**
  Philip Pullman
- ☐ **The Oxford Paperback Thesaurus** — **Unit**
  Betty Kirkpatrick
  0-19-282841-X
- ☐ **The Serpent's Egg** — **ST 4**
  J. Fitzgerald McCurdy
  Canadian author from Ottawa.
- ☐ **Tuck Everlasting** — **ST 4**
  Natalie Babbitt
- ☐ **Webster Dictionaries** — **Unit**
  A class set of dictionaries is recommended.

Vocabulary Associated with Reading Novels

Each group is responsible for defining and recording the following terms. Encourage all members within your group to offer suggestions. Choose someone to record your definitions.

Protagonist _____

_____

Antagonist _____

_____

Setting _____

_____

Theme _____

_____

Conflict _____

_____

Plot _____

_____

Climax _____

_____

Resolution _____

_____

Point of View _____

_____

Glossary of Terms

PROTAGONIST

The main character (hero) in a story.

ANTAGONIST

The character that has a conflict with the main character. The antagonist is usually a secondary character and is a rival to the protagonist.

SETTING

This is the time and place in which story events occur.

THEME

The main idea or message that the author communicates by telling a story. Themes usually convey a real life message which is not stated directly.

CONFLICT

The big struggle that occurs between characters or between opposing forces. There are various types of conflict: person vs. person, person vs. nature, and person vs. himself/herself.

PLOT

A series of related events that make up the story. The ***introduction*** tells who the main characters are and what the main problem is. Problems develop as the characters do things to try to solve the conflict.
In the **climax**, the main characters make a final decision that solves the problem. This is also known as the turning point in the novel, when the action reaches its highest point of conflict.
At the end of the story, which is called the ***resolution***, the writer tells what the characters feel or do, now that the conflict is over.

POINT OF VIEW

Point of view is the perspective from which the story is told.
The ***first-person point of view*** uses the pronoun ***I*** to express the narrator's thoughts and feelings. One of the characters is telling the story.
The ***third-person point of view*** is a character from outside the story and refers to characters in the story as ***she*** or ***he***.
An ***omniscient narrator*** can read the minds of all characters.

Elements of a Novel Quiz

Name: _____

Date: _____

Select the letter in Column 2 which matches the definition in Column 1.

Column 1	Column 2
1. The main idea or message that the author communicates by telling a story. _____	a) point of view
2. A series of related events that make up a story. _____	b) conflict
3. The time and place in which story events occur. _____	c) protagonist
4. The character that has a conflict with the main character. _____	d) plot
5. The big struggle that occurs between characters or between opposing forces. _____	e) theme
6. The main character or hero in a story. _____	f) climax
7. The perspective from which the story is told. _____	g) antagonist
8. This occurs at the end of the story, when the writer tells what the characters feel or do, now that the conflict has ended. _____	h) setting
9. The turning point in the story is the _____.	i) resolution
10. This section tells who the main characters are and explains what the main problem is. _____	j) introduction

Introduction to the Culminating Task

The task at the end of the Dare You Delve into Fantasy unit is the creation of a guide to the **fantasyland** that is the setting of the novel. What the guide will look like is up to you. It could be a large book, a poster display board, etc. The guide's purpose is to attract tourists to your land. We will be inviting other classes to come and view your fantasyland guide and explore its unique features.

All of the subtasks that we will be doing in this unit will prepare you for this final activity. It's a good idea to collect and write down ideas for this final task as you're reading or whenever you might have an idea.

1. Your first task is to highlight the **main attractions** that a person could find in your land.

In this section you might wish to include things such as:

How do you get to your fantasyland?
Is it by traditional means or does it involve a special train, going through a wardrobe, time travel, or other means of transport?
What types of things can you do when you are there?
Are there national sports or other types of sports?
What magical things might happen to you while you are there?
What magical creatures might you encounter? Are there magical places and people that are important in this land? Where would you go to find these magical people and places?

You may include pictures (hand-drawn, from the Internet, or cut out from magazines/ brochures) of the things individuals might encounter. Your challenge is to attract others, through creative writing techniques, to visit your fantasyland.

2. You must **create a map** showing the basic setting of the novel you read. Don't be afraid to add mythical creatures (dragons, trolls, unicorns, etc.) or hazards, such as bottomless pits, to your setting.

Add character to your map by making it look older or more authentic. You must include the features of a map that have been learned in class.

Introduction to the Culminating Task

3. You are to **design four postcards**, illustrating important locations/events that demonstrate points in the story critical to the characters' development. On the back, there should be a description written in character. These descriptions should highlight the character's recollection of what happened here and why this event was important to the novel.

4. Your final job is to pretend you are one of the characters in the novel. **Write a letter from your character** to prospective clients. The purpose of this letter is to draw attention to the main events/highlights of this land.

Enjoy your visit to the world of fantasy.

Parent/Guardian signature:_____

Due Date:_____

Parts of a Business Letter

When you need information about something and you are writing a letter of request, you will achieve better results by following these guidelines:

The Heading
At the top left of the page, you should include an address, e.g., the school address and today's date.

Inside Address
This is four to seven spaces below the heading and on the left-hand margin.
This is the name and address of the person you are writing to. This might also include their title, e.g., Mrs. Winifred Snow, Office Manager

Greeting
This is written two lines below the inside address.
This is a way of saying hello.
If you know the person's name you can write:
Dear Mrs. Snow: (Always use a colon at the end of the salutation)
If you don't know their name you can put their title or choose from:

Dear Office Manager:
Dear Sir or Madam:
To Whom it may Concern:

Body
Two lines below your greeting is the main part of your letter. Keep the information clear and simple. Use a double space between paragraphs and do not indent the paragraphs.

Closing
Two spaces below the body, put the closing. Choose from the following: Sincerely, Sincerely yours, Yours sincerely, Yours truly. Capitalize the first word but not the second and place a comma after the closing.

Signature
End your letter by skipping four lines and keying in your full name. Then in between the closing and your keyed name, sign your name in handwriting.

Sample Letter

Holy Name of Jesus Catholic School
250 Madison Avenue
Kingston, Ontario
K7K 4S6

December 4, 2003

Rawson Travel Limited
348 Division St.
Kingston, Ontario
K7R 3S9

Dear Sir or Madam:

In our classroom, we are going to be creating fantasylands based on the novels that we are reading in class. We are designing brochures to try to attract people to visit these places. To help us with ideas, we are writing to travel agencies to kindly ask for sample brochures.

I am interested in more remote, less popular places to visit and would be interested in getting brochures and/or guide books for the places that you have a difficult time booking visits to. I would very much appreciate any help that you can give me. I am looking for booklets listing things that people can do and places that they can stay when they are visiting these remote places.

Thank you for any assistance you can give in this matter.

Sincerely,

Charles Smith
Grade 6 Student

Business Letter Rating Scale - Grade 5

Level 1 - Limited
Level 2 - Somewhat
Level 3 - Good
Level 4 - Thorough

Student Name	Follows the form of a business letter	Organizes information to convey a central idea	Gives some relevant supporting details	Uses level of language appropriate to their purpose	Uses well-developed paragraphs	Uses correct punctuation in final drafts

Business Letter Rating Scale - Grade 6

BLM 3.4

Level 1 - Limited
Level 2 - Somewhat
Level 3 - Good
Level 4 - Thorough

Student Name	Follows the form of a business letter	Organizes information to convey a central idea	Gives some relevant supporting details	Selects words and expressions to create specific effects	Uses well-developed paragraphs	Uses verb tenses appropriately throughout a piece of writing

Predictions

Carefully examine the front and back covers of your novel. Based on the illustrations and messages, predict what you think the novel is about. Complete the 'After' section once you have completed the novel. Compare your predictions with the facts.

Before	After

Why do you think this novel might belong to the fantasy genre?

Recording Sheet

Characters

Locate information that describes the characters and record the information and the page where it was found.

Description	Page
Protagonist _____	pg. _____
_____	pg. _____
_____	pg. _____
_____	pg. _____
_____	pg. _____
_____	pg. _____
_____	pg. _____
Antagonist _____	pg. _____
_____	pg. _____
_____	pg. _____
_____	pg. _____
_____	pg. _____
Secondary Characters	
_____	pg. _____
_____	pg. _____
_____	pg. _____
_____	pg. _____

Recording Sheet

Setting

Find passages that describe the setting of the story. Record that information and the page where it was found.

_____ pg. _____

_____ pg. _____

_____ pg. _____

_____ pg. _____

_____ pg. _____

_____ pg. _____

_____ pg. _____

_____ pg. _____

_____ pg. _____

_____ pg. _____

_____ pg. _____

pg. _____

Conflict

Locate points of the story where there is conflict. Record those points and the page where they occur.

Conflict Point _____ pg. _____

_____ pg. _____

_____ pg. _____

Conflict Point _____ pg. _____

_____ pg. _____

_____ pg. _____

Recording Sheet

Conflict Point _____ pg. _____

_____ pg. _____

_____ pg. _____

Conflict Point _____ pg. _____

_____ pg. _____

_____ pg. _____

Conflict Point _____ pg. _____

_____ pg. _____

_____ pg. _____

Plot

Identify important points where you think the plot of the story takes a step forward. Record those points and the page(s) where they occur.

Plot _____ pg. _____

_____ pg. _____

Plot _____ pg. _____

_____ pg. _____

Plot _____ pg. _____

_____ pg. _____

Plot _____ pg. _____

_____ pg. _____

Recording Sheet

Plot _____ pg. _____

_____ pg. _____

Plot _____ pg. _____

_____ pg. _____

Plot _____ pg. _____

_____ pg. _____

Plot _____ pg. _____

_____ pg. _____

Plot _____ pg. _____

_____ pg. _____

Plot _____ pg. _____

_____ pg. _____

Plot _____ pg. _____

_____ pg. _____

Plot _____ pg. _____

_____ pg. _____

What is Fantasy

What is Fantasy?

Fantasy is a fictional style of writing that contains elements that are unrealistic, such as talking animals and supernatural forces. In a fantasy novel there may be magical powers, creatures, or objects. Time travel or special modes of transportation may be available. Incredible hazards might exist that characters have to get through or they may be expected to meet certain challenges or pass certain tests to be able to achieve their goals.

Why choose to write fantasy?

Writing a fantasy story is like going on a fantastic adventure to wherever your imagination will take you. It allows you to express attitudes and feelings about real people, real human relationships, and problems in a way that you choose. Although it is an imaginary story, it is important that it is believable - that readers think it could actually happen.

Who are the characters?

Invent some characters. They can be real or imaginary. Often some characters have magical names and, of course, many of them have amazing abilities.

What is your problem?

Create a problem that your main character will solve. Jot down some difficulties that might occur that make your main character's life a challenge. In some stories, a lack of power or power that has gotten into the wrong hands may be causing conflict. The protagonist and antagonist try to solve the problem. Reread what you have written and see what you think.

Describe your setting

This is where your story will take place. Often this is a very exciting place that may exist deep in your imagination. Make sure you give enough points so your reader can see your fantastic creation in their own minds.

Checklist for the Stair Plot

Student's Name _____ **Grade**_____

1. The student follows the visual guide provided (BLM 6.2) and stays on topic.
   1 2 3 4 _____
2. The student is able to follow the written instructions in BLM 6.0 independently.
   1 2 3 4 _____
3. The student can identify the main points of the novel independently.
   1 2 3 4 _____
4. The student is able to create a stair plot similar to the sample.
   1 2 3 4 _____

Comments:

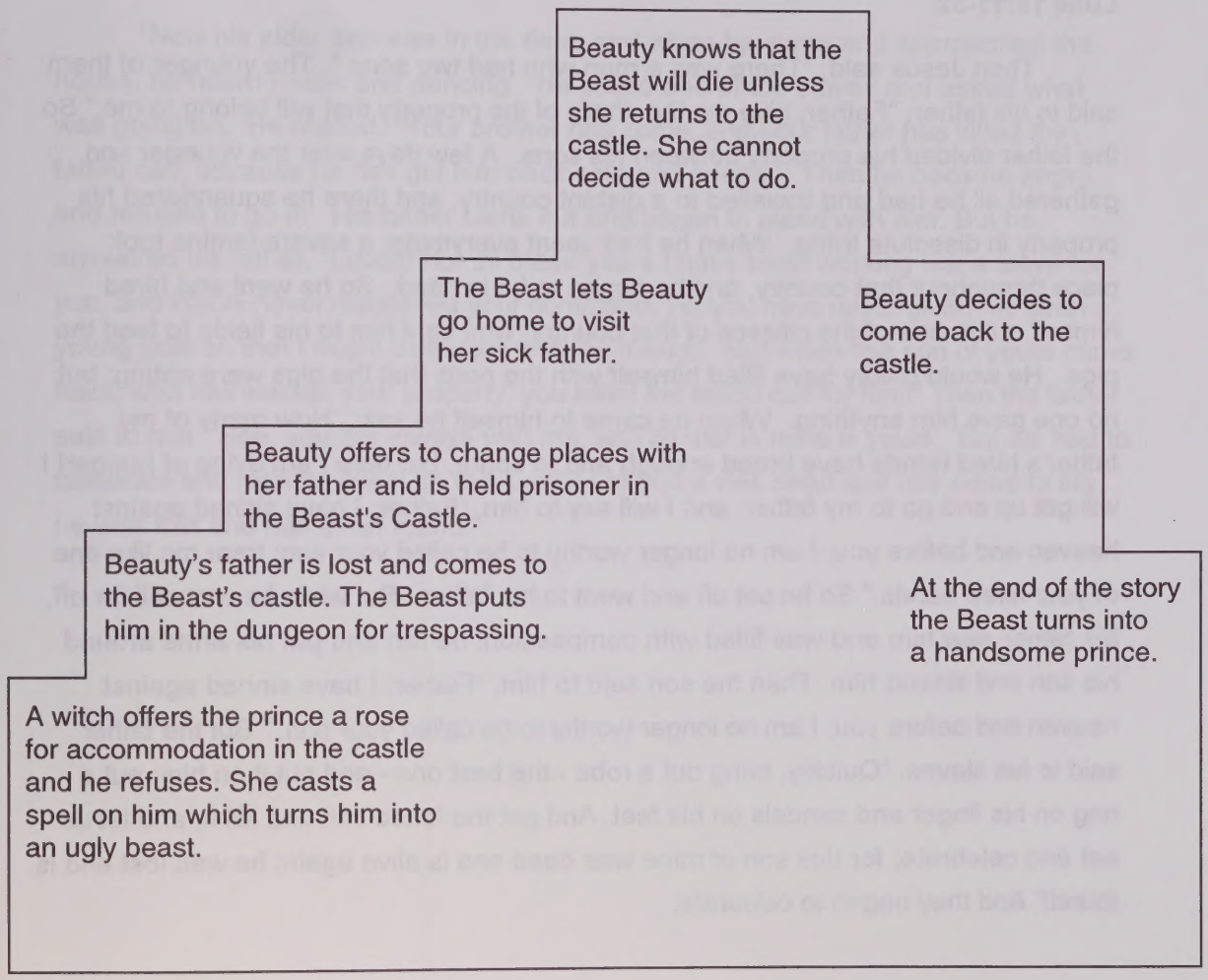
_____

Student's Name _____ **Grade**_____

1. The student follows the visual guide provided (BLM 6.2) and stays on topic.
   1 2 3 4 _____
2. The student is able to follow the written instructions in BLM 6.0 independently.
   1 2 3 4 _____
3. The student can identify the main points of the novel independently.
   1 2 3 4 _____
4. The student is able to create a stair plot similar to the sample.
   1 2 3 4 _____

Comments:

Stair Plot of the Story Beauty and the Beast


Beauty knows that the Beast will die unless she returns to the castle. She cannot decide what to do.
The Beast lets Beauty go home to visit her sick father.
Beauty decides to come back to the castle.
Beauty offers to change places with her father and is held prisoner in the Beast's Castle.
Beauty's father is lost and comes to the Beast's castle. The Beast puts him in the dungeon for trespassing.
At the end of the story the Beast turns into a handsome prince.
A witch offers the prince a rose for accommodation in the castle and he refuses. She casts a spell on him which turns him into an ugly beast.

The Parable of the Prodigal and His Brother

Luke 15:11-32

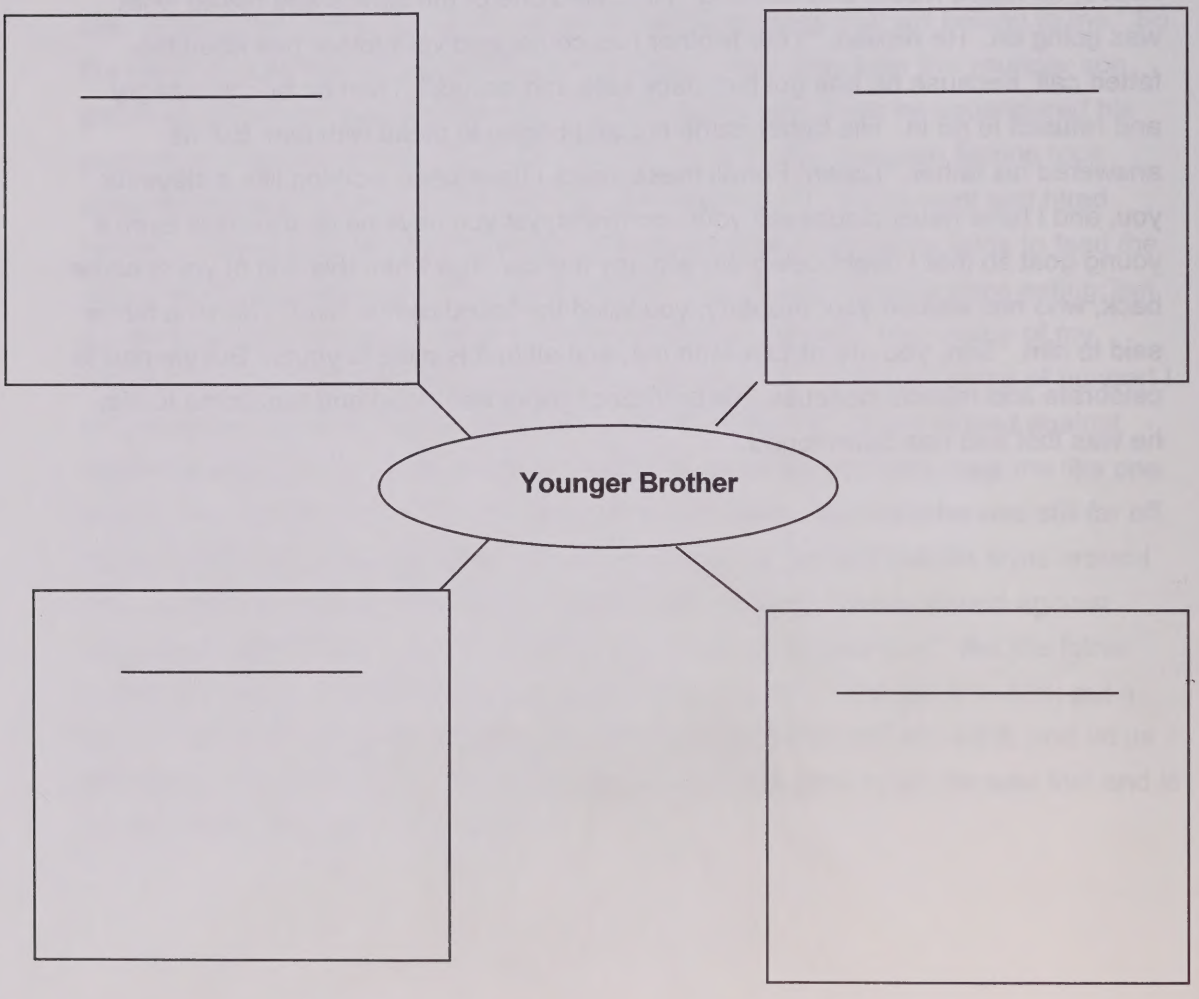
Then Jesus said, "There was a man who had two sons." The younger of them said to his father, "Father, give me the share of the property that will belong to me." So the father divided his property between his sons. A few days later the younger son gathered all he had and travelled to a distant country, and there he squandered his property in dissolute living. When he had spent everything, a severe famine took place throughout that country, and he began to be in need. So he went and hired himself out to one of the citizens of that country, who sent him to his fields to feed the pigs. He would gladly have filled himself with the pods that the pigs were eating; but no one gave him anything. When he came to himself he said, 'How many of my father's hired hands have bread enough and to spare, but here I am dying of hunger! I will get up and go to my father, and I will say to him, "Father, I have sinned against heaven and before you; I am no longer worthy to be called your son; treat me like one of your hired hands." So he set off and went to his father. But while he was still far off, his father saw him and was filled with compassion; he ran and put his arms around his son and kissed him. Then the son said to him, "Father, I have sinned against heaven and before you; I am no longer worthy to be called your son." But the father said to his slaves, "Quickly, bring out a robe - the best one - and put it on him; put a ring on his finger and sandals on his feet. And get the fatted calf and kill it, and let us eat and celebrate; for this son of mine was dead and is alive again; he was lost and is found!" And they began to celebrate.

The Parable of the Prodigal and His Brother

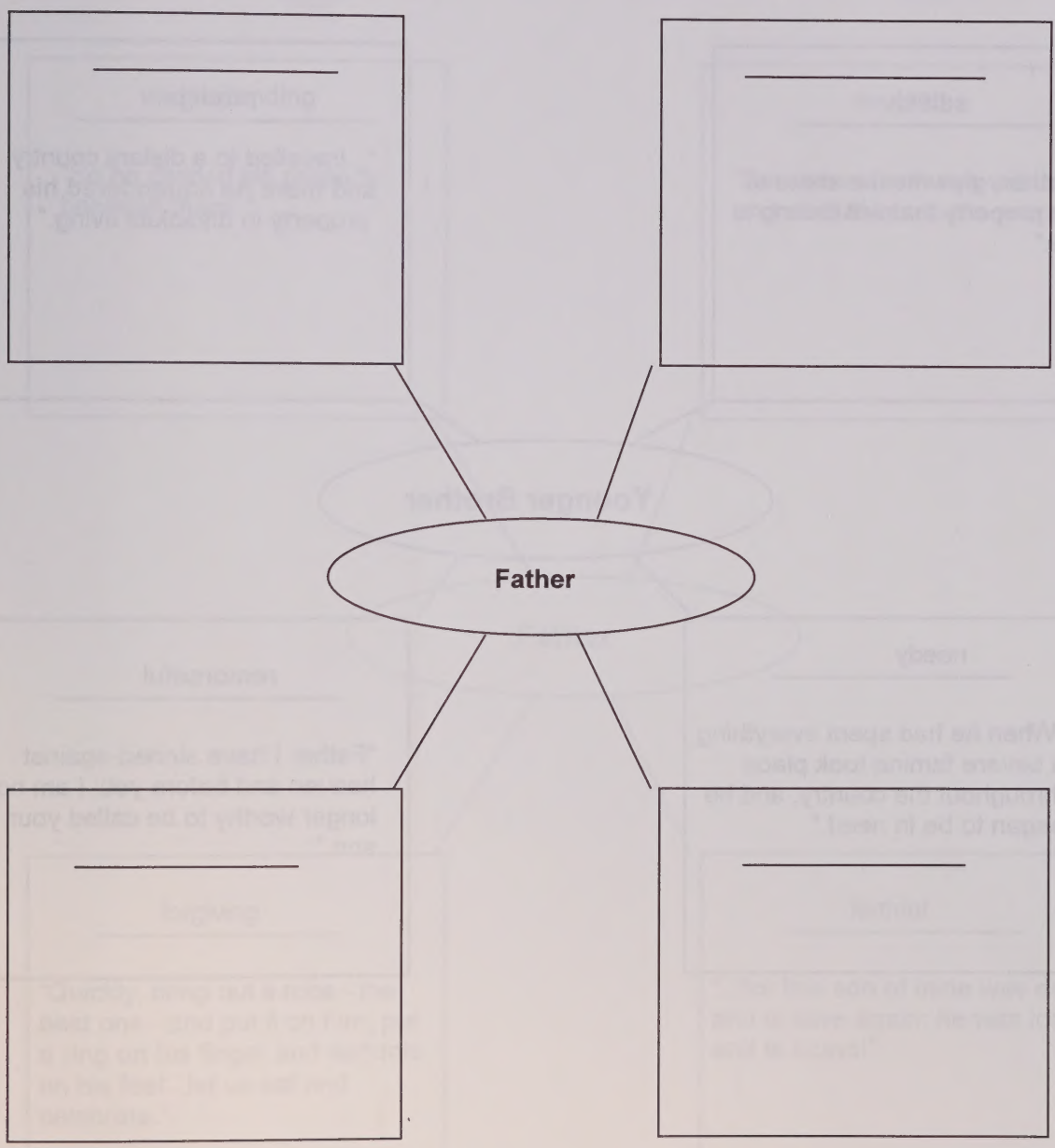
"Now his elder son was in the field; and when he came and approached the house, he heard music and dancing. He called one of the slaves and asked what was going on. He replied, "Your brother has come, and your father has killed the fatted calf, because he has got him back safe and sound." Then he became angry and refused to go in. His father came out and began to plead with him. But he answered his father, "Listen! For all these years I have been working like a slave for you, and I have never disobeyed your command; yet you have never given me even a young goat so that I might celebrate with my friends. But when this son of yours came back, who has wasted your property, you killed the fatted calf for him!" Then the father said to him, "Son, you are always with me, and all that is mine is yours. But we had to celebrate and rejoice, because this brother of yours was dead and has come to life; he was lost and has been found."

Prodigal Son Character Webs

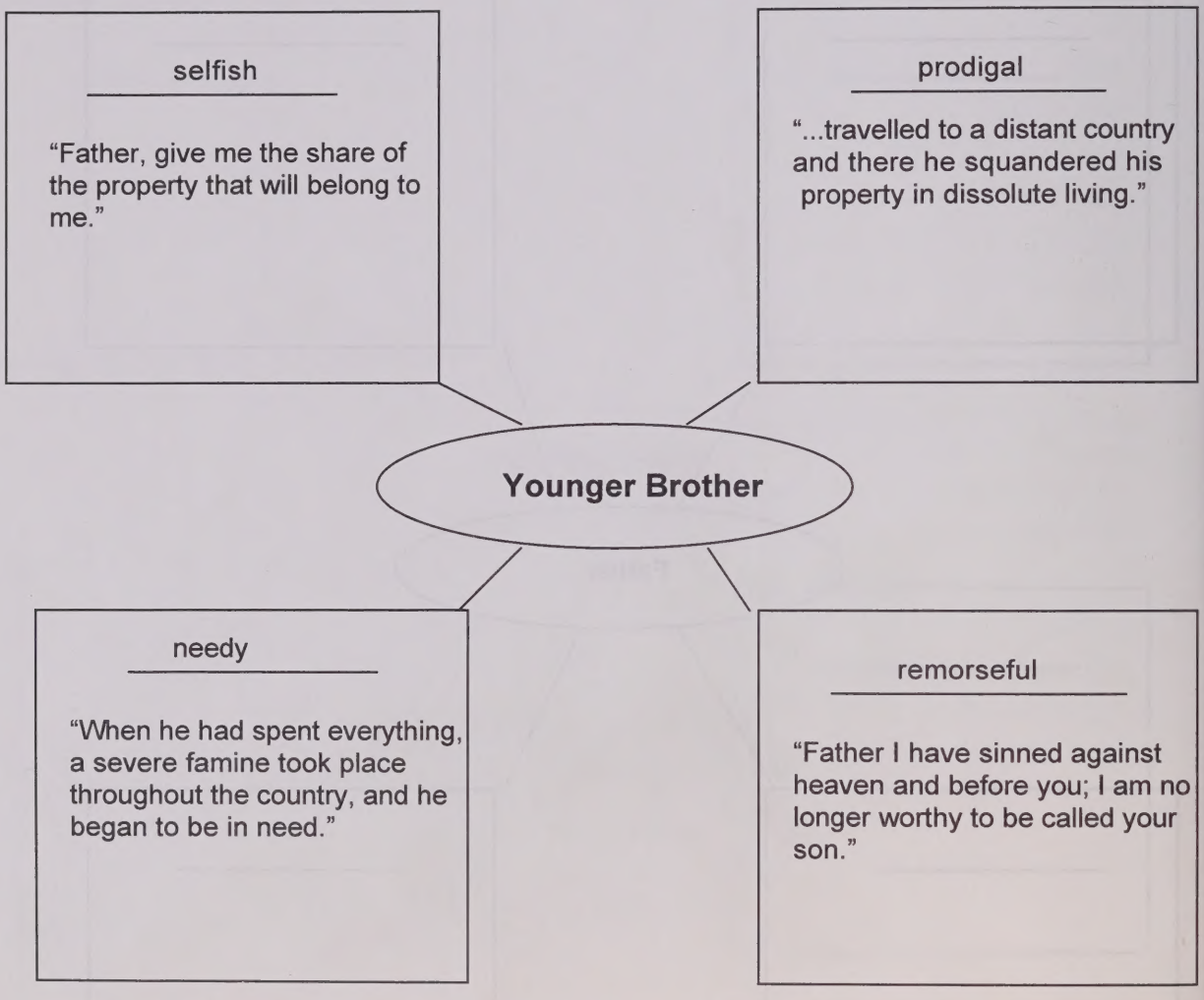
Insert one adjective, describing the young brother in each square. Support each with a direct quote.



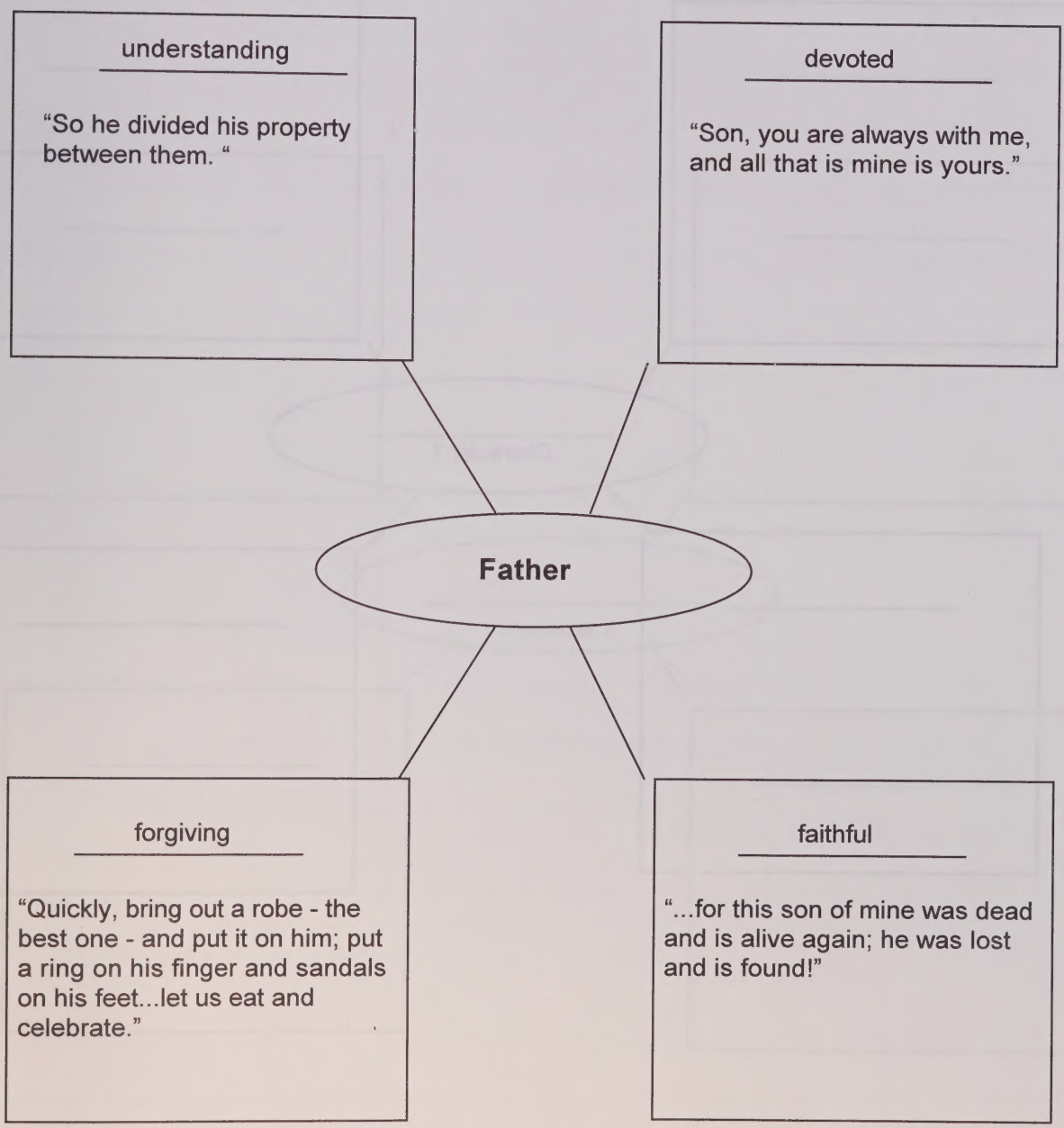
Insert one adjective, describing the father in each square. Support each with a direct quote.



Prodigal Son Character Webs - Possible Answers

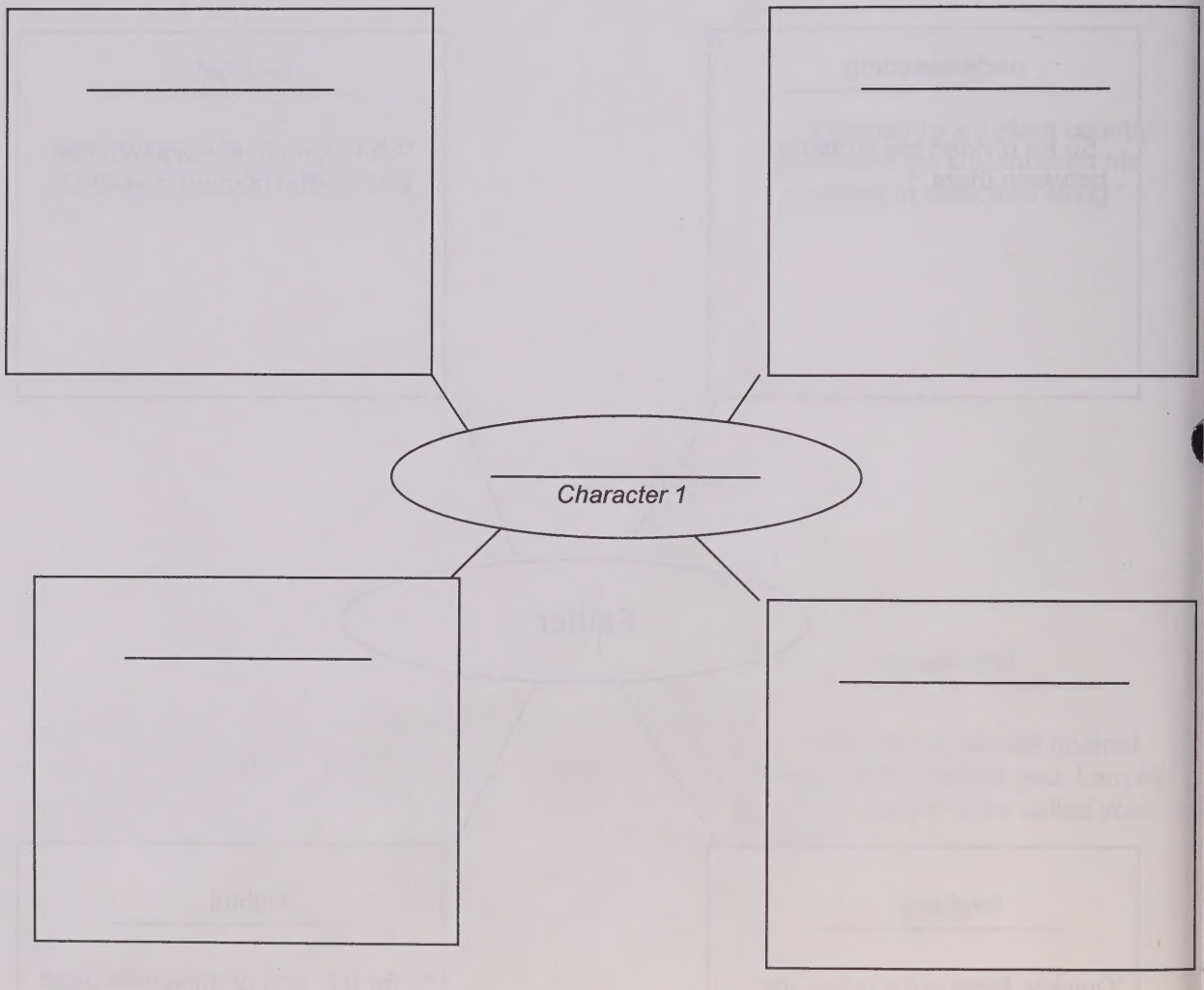

selfish
"Father, give me the share of the property that will belong to me."
prodigal
"...travelled to a distant country and there he squandered his property in dissolute living."
Younger Brother
needy
"When he had spent everything, a severe famine took place throughout the country, and he began to be in need."
remorseful
"Father I have sinned against heaven and before you; I am no longer worthy to be called your son."

Prodigal Son Character Webs - Possible Answers


understanding
"So he divided his property between them. "
devoted
"Son, you are always with me, and all that is mine is yours."
Father
forgiving
"Quickly, bring out a robe - the best one - and put it on him; put a ring on his finger and sandals on his feet...let us eat and celebrate."
faithful
"...for this son of mine was dead and is alive again; he was lost and is found!"

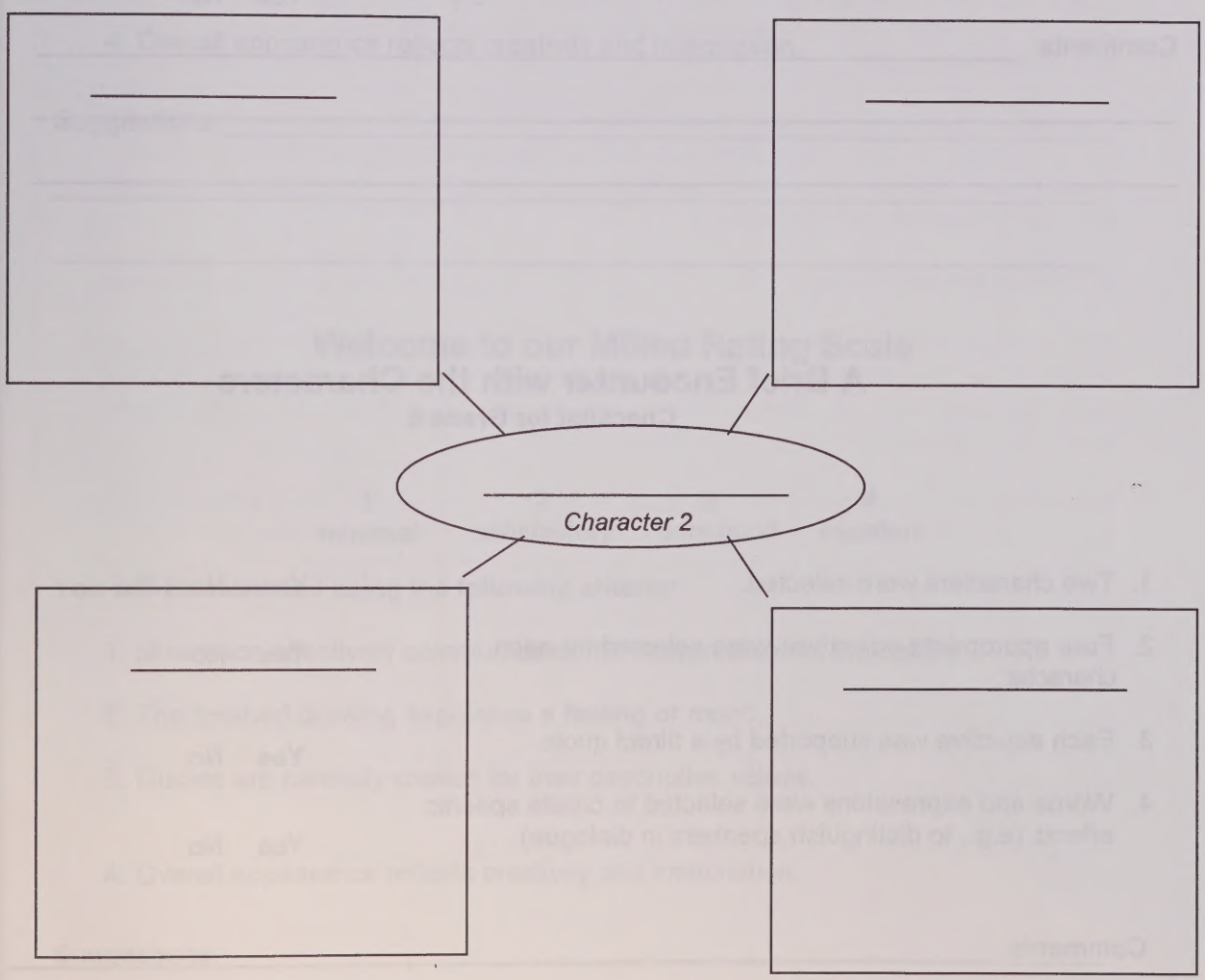
Character Webs

Choose a character from your novel and insert one adjective in each square. Support each with a direct quote.



Character Webs

Choose a character from your novel and insert one adjective in each square. Support each with a direct quote.



A Brief Encounter with the Characters

Checklist for Grade 5

\

1. Two characters were selected. Yes No
2. Four appropriate adjectives were selected for each character. Yes No
3. Each adjective was supported by a direct quote. Yes No
4. Quotation marks were used for passages of dialogue. Yes No

Comments: _____

_____

_____

A Brief Encounter with the Characters

Checklist for Grade 6

1. Two characters were selected. Yes No
2. Four appropriate adjectives were selected for each character. Yes No
3 Each adjective was supported by a direct quote. Yes No
4. Words and expressions were selected to create specific effects (e.g., to distinguish speakers in dialogue). Yes No

Comments: _____

_____

_____

Welcome to our Milieu Rating Scale

Grade 5

1	2	3	4
minimal	satisfactory	very good	excellent

You will be assessed using the following criteria:

1. Illustration effectively communicates the interpretation of the setting.
2. The finished drawing expresses a feeling or mood.
3. Quotes are carefully chosen for their descriptive values.
4. Overall appearance reflects creativity and imagination.

Suggestions:_____

_____

_____

Welcome to our Milieu Rating Scale

Grade 6

1	2	3	4
minimal	satisfactory	very good	excellent

You will be assessed using the following criteria:

1. Illustration effectively communicates the interpretation of the setting.
2. The finished drawing expresses a feeling or mood.
3. Quotes are carefully chosen for their descriptive values.
4. Overall appearance reflects creativity and imagination.

Suggestions:_____

_____

_____

What is Conflict?

(Teacher Reference)

Novels are often made more exciting by the conflicts that arise and how these conflicts affect the main characters. Several examples of conflicts that can occur in a novel are:

1) A Person Versus Himself/Herself:

This kind of conflict happens when a character is faced with a tough decision to make. The character asks himself/herself if he/she should choose one thing or another. Think of a cartoon where you see the character with an angel on one shoulder and a devil on the other. This is how the artist shows the internal conflict that is going on within the character.

The values that the character has will affect how the conflict resolves itself. Usually, heroes choose to do good things and villains choose to do things that are not as good. It can make the story more believable, however, if they have moments when they are in conflict with themselves.

2) Person Versus Person:

This kind of conflict occurs often. Each of us is an individual with our own wants and needs. When the things that we want are not the same as the wants of someone else, like a friend or a brother or sister, conflict may occur: What movie should we see? Who should have to do the dishes tonight?

In a novel, the main problem in the story often happens because of a difference in the wants and needs of the protagonist and the antagonist. The story tells how this conflict is resolved. An example of this could be a police officer who has chased and caught a burglar.

3) Person Versus Nature:

Often what prevents people from getting what they want or need are the forces of nature. This could be the desert that separates the hero from his/her family or the storm that threatens to separate or harm the characters.

The story then evolves around how the character tries to overcome these natural forces.

Rating Scale for Writing of Fantasy Diary

Name_____
Grade_____

	Writing Assessment					Comments
Reasoning	Flow of Ideas	1	2	3	4	
	Reflects point of view	1	2	3	4	
	Introduction/Closing	1	2	3	4	
Communication	Vocabulary	1	2	3	4	
	Sentence Structure	1	2	3	4	
Organization	Preplanning evident	1	2	3	4	
	Editing/Revision	1	2	3	4	
	Linking of ideas	1	2	3	4	
	Sequencing	1	2	3	4	
Conventions	Spelling	1	2	3	4	
	Punctuation	1	2	3	4	
	Grammar	1	2	3	4	
	Overall	1	2	3	4	

Name_____
Grade_____

	Writing Assessment					Comments
Reasoning	Flow of Ideas	1	2	3	4	
	Reflects point of view	1	2	3	4	
	Introduction/Closing	1	2	3	4	
Communication	Vocabulary	1	2	3	4	
	Sentence Structure	1	2	3	4	
Organization	Preplanning evident	1	2	3	4	
	Edition/Revision	1	2	3	4	
	Linking of ideas	1	2	3	4	
	Sequencing	1	2	3	4	
Conventions	Spelling	1	2	3	4	
	Punctuation	1	2	3	4	
	Grammar	1	2	3	4	
	Overall	1	2	3	4	

Name_____
Grade_____

	Writing Assessment					Comments
Reasoning	Flow of Ideas	1	2	3	4	
	Reflects point of view	1	2	3	4	
	Introduction/Closing	1	2	3	4	
Communication	Vocabulary	1	2	3	4	
	Sentence Structure	1	2	3	4	
Organization	Preplanning evident	1	2	3	4	
	Edition/Revision	1	2	3	4	
	Linking of ideas	1	2	3	4	
	Sequencing	1	2	3	4	
Conventions	Spelling	1	2	3	4	
	Punctuation	1	2	3	4	
	Grammar	1	2	3	4	
	Overall	1	2	3	4	

Mapping Terms

Glossary of Terms

Compass rose

The four directions that are important when we learn our way around the world are north, south, east, and west. They are sometimes referred to as the four cardinal points.

Symbols

A symbol is a mark or drawing that represents things that are on the map. For example, a forest's symbol would be a cluster of trees.

A town is represented by

A city

The capital city

Rest area

School area

Many symbols exist for lakes, rivers, mountains, local roads, highways, bridges, railroads, etc.

Titles

The title explains what is shown on the map.

Labels

Labels tell us names of places and things.

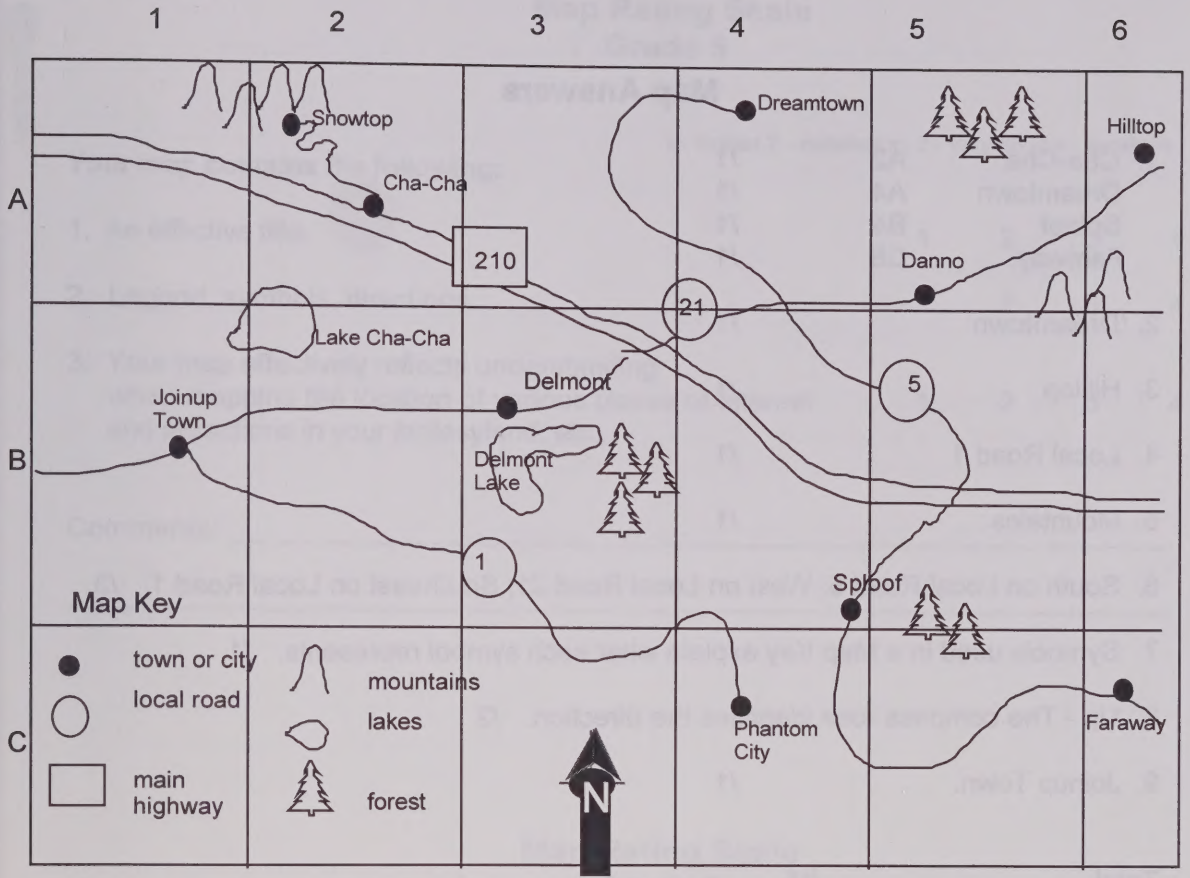
Grids

An arrangement of squares made by vertical and horizontal lines intersecting on a page. Numbers and letters are used on the grid to help identify the squares. The letter is written before the number.

Legend

A legend explains the symbols used by map-makers to indicate what each symbol represents.

Map



1. At what gridpoints are the following places? a) Cha-Cha _____ b) Dreamtown _____ c) Sploof _____ d) Faraway _____.
2. What town is directly north of Phantom City?
_____
3. What city is located in the most northeasterly location?
_____
4. Phantom City and Joinup Town are situated on what local road?
_____
5. What form of land is located near Snowtop? _____
6. Name the roads you would have to travel on to reach Phantom City from Dreamtown?
7. Explain the importance of a Map Key.
_____
_____
_____
8. What direction is north? _____ How do you know this?_____
9. Local Roads 1 and 21 intersect at what city? _____

Map Answers

1. Cha-Cha A2 /1
   Dreamtown A4 /1
   Sploof B4 /1
   Faraway C6 /1

2. Dreamtown /1

3. Hilltop /1

4. Local Road 1 /1

5. Mountains /1

6. South on Local Road 5, West on Local Road 21, Southeast on Local Road 1. /3

7. Symbols used in a Map Key explain what each symbol represents. /1

8. Up - The compass rose identifies the direction. /2

9. Joinup Town. /1

Total /15

Map Rating Scale
Grade 5

1 - limited 2 - satisfactory 3 - very good 4 - excellent

Your map contains the following:

1. An effective title.	1	2	3	4
2. Legend, symbols, directions.	1	2	3	4
3. Your map effectively reflects understanding when mapping the location of various places of interest and attractions in your fantasyland, etc.	1	2	3	4

Comments: _____

_____

Map Rating Scale
Grade 5

1 - limited 2 - satisfactory 3 - very good 4 - excellent

Your map contains the following:

1. An effective title.	1	2	3	4
2. Legend, symbols, directions.	1	2	3	4
3. Your map effectively reflects understanding when mapping the location of various places of interest and attractions in your fantasyland, etc.	1	2	3	4

Comments: _____

_____

Map Rating Scale
Grade 6

1 - more effort 2 - satisfactory 3 - very good 4 - excellent

Your map contains the following:

1. An effective title.	1	2	3	4
2. Legend, symbols, directions.	1	2	3	4
3. Your map effectively reflects understanding when mapping the location of various places of interest and attractions in your fantasyland, etc.	1	2	3	4
4. Communicates necessary information using mapping skills.	1	2	3	4

Comments: _____

_____

Map Rating Scale
Grade 6

1 - more effort 2 - satisfactory 3 - very good 4 - excellent

Your map contains the following:

1. An effective title.	1	2	3	4
2. Legend, symbols, directions.	1	2	3	4
3. Your map effectively reflects understanding when mapping the location of various places of interest and attractions in your fantasyland, etc.	1	2	3	4
4. Communicates necessary information using mapping skills.	1	2	3	4

Comments: _____

_____

Student Self-Assessment Checklist for Your Final Voyage

Use the following checklist to evaluate your efforts on this task.

A. I completed the task to the best of my ability.

Yes___ No___

B. I followed the instructions, referring to the outline given (BLM 2.0).

Yes___ No___

C. I referred to my novel as a guide to support my work.

Yes___ No___

D. I checked over and corrected my spelling, grammar, and sentence structure, and then I had someone else correct it .

Yes___ No___

E. I have included all sections as outlined.

Guidebook	Yes	No
Map	Yes	No
Postcards	Yes	No
Letter	Yes	No

F. I incorporated all the elements of fantasy that we have learned during this unit.

Yes___ No___

G. I referred to the rubric for this task to ensure I can get the best mark I can on this assignment.

Yes___ No___

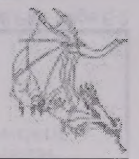
H. I reviewed my material for presentation so I can ensure I am organized and prepared for questions on my assignment.

Yes___ No___

Student Name:_____
Date:_____

Following Hero Changes Grade 5

for use with Subtask 8 : Following the Hero's Changes
from the Grade 5/6 Unit: **Dare You Delve Into Fantasy**



Expectations for this Subtask to Assess with this Rubric:

5e3 • organize information to convey a central idea, using well-developed paragraphs that focus on a main idea and give some relevant supporting details;

5e4 • use simple, compound, and complex sentences;

5e10 • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).

5e30 – describe how various elements in a story function (e.g., plot, characters, setting);

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Reasoning **– identifies the character change with a number and relevant supporting facts and details**	– identifies few of the main ideas – demonstrates limited understanding of character development	– identifies some of the main ideas, including supporting details – demonstrates some understanding of character development	– summarizes most of the main ideas and includes supporting details – demonstrates good understanding of character development	– summarizes and interprets all the main ideas and includes supporting details – demonstrates thorough understanding of character development
Communication **– word use and vocabulary related to characterization** **– sentence variety (structure, type, length)**	– only basic and unclear vocabulary is used to describe character development – there is little variety in the types of sentences	– the vocabulary used to describe character development is limited but clear – there is some variety in the types of sentences	– the vocabulary clearly conveys the writer's understanding of character development – there is a good variety in the sentences with evidence of simple, compound, and complex sentences	– the vocabulary of character development is extensive, clear, creative, and descriptive – there is an extensive variety of sentences (simple, compound, and complex)
Organization **– paragraph structure**	– contains ideas and details that are unconnected, with no paragraph structure	– includes ideas and details that are somewhat connected within the paragraphs	– has paragraphs that each contain similar or linked ideas and supporting details	– has paragraphs that each contain ideas and supporting details that are logically linked
Conventions **– grammar, spelling, punctuation** **– visual presentation (e.g., indentations, spacing, margins, title)**	– there are several major errors or omissions – few aspects of a visual presentation are evident	– there are several minor errors or omissions – some aspects of a visual presentation are evident	– there are only a few minor errors or omissions – most aspects of a visual presentation are evident	– there are practically no errors or omissions – all aspects of a visual presentation are evident

Student Name:_____
Date:_____

Following Hero Changes Grade 6

for use with Subtask 8 : Following the Hero's Changes
from the Grade 5/6 Unit: **Dare You Delve Into Fantasy**

Expectations for this Subtask to Assess with this Rubric:

6e3 • organize information to convey a central idea, using well-linked paragraphs;

6e4 • use a variety of sentence types (e.g., questions, statements) and sentence structures (e.g., complex sentences) appropriate for their purposes;

6e10 • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).

6e30 – identify the elements of a story and explain how they relate to each other (e.g., ways in which development of character and plot are interrelated);

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Reasoning **– understanding of character development**	– shows limited understanding of character development – has a conclusion that is unclear	– shows some evidence of understanding character development – has a conclusion that is not entirely clear	– shows a general understanding of character development – has a clear conclusion that summarizes some of the ideas presented	– shows a thorough understanding of character development – has a clear conclusion that summarizes all the ideas presented
Communication **– purpose: to show character development** **– sentence variety (structure, type, length)**	– shows limited evidence of the purpose in his/her work – there is little variety in the types of sentences and sentence structure	– communicates the purpose somewhat clearly – there is some variety in the types of sentences and sentence structure used	– communicates the purpose clearly in his/her work – there is a good variety in the types of sentences used and the sentence structures used are appropriate for their purpose	– communicates the purpose clearly in an effective and interesting way – there is extensive variety of sentences used effectively
Organization **– paragraph structure** **– links within and between paragraphs**	– lacks a paragraph structure – minimal links within and between paragraphs are evident	– contains paragraphs that have some structure, but more than one topic may be combined within a paragraph – some links within and between paragraphs are evident	– contains paragraphs that have topic sentences and related details – clear links within and between paragraphs are evident	– contains paragraphs that are well-developed and well- linked, with clear topic sentences and relevant supporting details – effective and meaningful links within and between paragraphs are evident
Conventions **– grammar, spelling, punctuation** **– visual presentation (e.g., indentations, spacing, margins, title)**	– there are several major errors or omissions – few aspects of a visual presentation are evident	– there are several minor errors or omissions – some aspects of a visual presentation are evident	– there are only a few minor errors or omissions – most aspects of a visual presentation are evident	– there are practically no errors or omissions – all aspects of a visual presentation are evident

Student Name:_____
Date:_____

Grade 5 - Rubric For Your Final Voyage

for use with Subtask 11 : Your Final Voyage
from the Grade 5/6 Unit: **Dare You Delve Into Fantasy**

Expectations for this Subtask to Assess with this Rubric:

5e3 • organize information to convey a central idea, using well-developed paragraphs that focus on a main idea and give some relevant supporting details;

5e19 – use levels of language appropriate to their purpose (e.g., informal language to write a letter to a friend and formal language to invite a guest speaker to the school);

5e20 – select and use words to create specific effects (e.g., to create a mood);

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Reasoning – identifies the important points of the novel in the guide map and postcards	– a few story elements and events are used to demonstrate knowledge of the character	– some story elements and events are used to demonstrate knowledge of the character	– story elements and events are effectively used to demonstrate knowledge of the character	– story elements and series of events are effectively used to demonstrate knowledge of the character
Communication – clarity and precision of supporting details in presentation	– uses a few supporting details, experiencing some difficulty with clarity	– uses supporting details with some clarity	– clearly and precisely uses supporting details	– clearly and precisely uses a wide variety of supporting details
Word Use and Vocabulary – creates excitement and interest in the fantasy land	– uses a few words to create interest in the fantasy land	– selects and uses some words to create interest in the fantasy land	– effectively selects and uses words to create interest in the fantasy land	– effectively selects, uses, and extends word forms to create interest in the fantasy land
Organization – structure of the required formats	– work products demonstrate a limited understanding of the format and required elements of maps, postcards, and guidebooks	– work products (map, postcard, guidebook) demonstrate some understanding of the format and required elements of maps, postcards, and guidebooks	– work products demonstrate clear understanding of the format and required elements of maps, postcards, and guidebooks	– work products demonstrate a thorough understanding of the format and required elements of maps, postcards, and guidebooks

Dare You Delve Into Fantasy

Language A Unit for Grade 5/6

		Selected	Assessed
English Language---Writing			
☐ 5e3	• organize information to convey a central idea, using well-developed paragraphs that focus on a main idea and give some relevant supporting details;	1	3
☐ 5e4	• use simple, compound, and complex sentences;		2
☐ 5e5	• produce pieces of writing using a variety of forms (e.g., stories, poems, reports), narrative techniques (e.g., first- and third-person points of view, dialogue), and materials from other media (e.g., illustrations);		1
☐ 5e6	• produce media texts using writing and materials from other media (e.g., an advertisement for radio or television);		1
☐ 5e7	• revise and edit their work, seeking feedback from others and focusing on content, organization, and appropriateness of vocabulary for audience;	1	
☐ 5e10	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).		3
☐ 5e11	– use phrases appropriately to clarify meaning (e.g., For someone of her age, she plays the piano very well);	1	
☐ 5e19	– use levels of language appropriate to their purpose (e.g., informal language to write a letter to a friend and formal language to invite a guest speaker to the school);		1
☐ 5e20	– select and use words to create specific effects (e.g., to create a mood);		1
English Language---Reading			
☐ 5e25	• explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;		2
☐ 5e27	• understand the vocabulary and language structures appropriate for this grade level;	1	
☐ 5e29	– describe a series of events in a written work (e.g., in a novel or a history book), using evidence from the work;	1	1
☐ 5e30	– describe how various elements in a story function (e.g., plot, characters, setting);		2
☐ 5e31	– make judgements and draw conclusions about the content in written materials, using evidence from the materials;	1	2
☐ 5e32	– begin to identify a writer's or character's point of view;		1
☐ 5e33	– select appropriate reading strategies (e.g., adjust reading speed according to the purpose of reading or the difficulty of the piece; make inferences; record key points);		1
English Language---Oral and Visual Communication			
☐ 5e45	• communicate information, explain a variety of ideas and procedures, and follow the teacher's instructions;	1	
☐ 5e49	• contribute and work constructively in groups;		1
☐ 5e50	• demonstrate the ability to concentrate by identifying main points and staying on topic;		1
☐ 5e61	– contribute ideas to help solve problems, and listen and respond constructively to the ideas of others when working in a group;	1	
English Language---Writing			
☐ 6e3	• organize information to convey a central idea, using well-linked paragraphs;	1	3
☐ 6e4	• use a variety of sentence types (e.g., questions, statements) and sentence structures (e.g., complex sentences) appropriate for their purposes;		3
☐ 6e5	• produce pieces of writing using a variety of forms (e.g., newspaper articles, lyrics, summaries of information), techniques and resources (e.g., library resources) appropriate to the form and purpose, and materials from other media (e.g., film clips);		2
☐ 6e7	• revise and edit their work in collaboration with others, seeking and evaluating feedback, and focusing on content, organization, and appropriateness of vocabulary for audience;	1	
☐ 6e10	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).		3
☐ 6e12	– use adjective and adverb phrases correctly and effectively;	1	
☐ 6e18	– select words and expressions to create specific effects (e.g., to distinguish speakers in dialogue);	1	
English Language---Reading			
☐ 6e26	• explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;		1
☐ 6e28	• understand the vocabulary and language structures appropriate for this grade level;	1	
☐ 6e30	– identify the elements of a story and explain how they relate to each other (e.g., ways in which development of character and plot are interrelated);	1	2
☐ 6e32	– summarize and explain the main ideas in information materials (e.g., textbooks), and cite details that support the main ideas;	1	1
☐ 6e33	– make judgements and draw conclusions about ideas in written materials on the basis of evidence;	1	2
☐ 6e34	– identify a writer's perspective or character's motivation;		1
☐ 6e35	– select appropriate reading strategies (e.g., adjust reading speed as necessary; take notes and use diagrams to organize them);		1

Dare You Delve Into Fantasy

Language A Unit for Grade 5/6

		Selected	Assessed
English Language---Oral and Visual Communication			
☐ 6e51	• contribute and work constructively in groups;		1
☐ 6e52	• demonstrate the ability to concentrate by identifying main points and staying on topic;		1
Social Studies---HC: Aboriginal Peoples and European Explorers			
☐ 6z14	– construct and read a variety of graphs, charts, diagrams, maps, and models for specific purposes (e.g., to trace the routes of the explorers);		1
☐ 6z15	– communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs.		1

Dare You Delve Into Fantasy

Language A Unit for Grade 5/6

Expectation Summary

Selected | Assessed

English Language

5e1		5e2		5e3	1	3	5e4	2	5e5		1	5e6		1	5e7	1	5e8		5e9			5e10		3
5e11	1	5e12		5e13			5e14		5e15			5e16			5e17		5e18		5e19		1	5e20		1
5e21		5e22		5e23			5e24		5e25		2	5e26			5e27	1	5e28		5e29	1	1	5e30		2
5e31	1	2	5e32	1	5e33		1	5e34		5e35			5e36		5e37		5e38		5e39			5e40		
5e41			5e42		5e43			5e44		5e45	1		5e46		5e47		5e48		5e49		1	5e50		1
5e51			5e52		5e53			5e54		5e55			5e56		5e57		5e58		5e59			5e60		
5e61	1		5e62		5e63			5e64		5e65			5e66											

French as a Second Language

5f1	5f2	5f3	5f4	5f5	5f6	5f7	5f8	5f9	5f10
5f11	5f12	5f13	5f14	5f15	5f16	5f17	5f18		

Mathematics

5m1	5m2	5m3	5m4	5m5	5m6	5m7	5m8	5m9	5m10
5m11	5m12	5m13	5m14	5m15	5m16	5m17	5m18	5m19	5m20
5m21	5m22	5m23	5m24	5m25	5m26	5m27	5m28	5m29	5m30
5m31	5m32	5m33	5m34	5m35	5m36	5m37	5m38	5m39	5m40
5m41	5m42	5m43	5m44	5m45	5m46	5m47	5m48	5m49	5m50
5m51	5m52	5m53	5m54	5m55	5m56	5m57	5m58	5m59	5m60
5m61	5m62	5m63	5m64	5m65	5m66	5m67	5m68	5m69	5m70
5m71	5m72	5m73	5m74	5m75	5m76	5m77	5m78	5m79	5m80
5m81	5m82	5m83	5m84	5m85	5m86	5m87	5m88	5m89	5m90
5m91	5m92	5m93	5m94	5m95	5m96	5m97	5m98	5m99	5m100
5m101	5m102	5m103	5m104	5m105	5m106	5m107	5m108	5m109	5m110
5m111	5m112	5m113	5m114	5m115	5m116	5m117	5m118	5m119	5m120
5m121	5m122	5m123	5m124						

Science and Technology

5s1	5s2	5s3	5s4	5s5	5s6	5s7	5s8	5s9	5s10
5s11	5s12	5s13	5s14	5s15	5s16	5s17	5s18	5s19	5s20
5s21	5s22	5s23	5s24	5s25	5s26	5s27	5s28	5s29	5s30
5s31	5s32	5s33	5s34	5s35	5s36	5s37	5s38	5s39	5s40
5s41	5s42	5s43	5s44	5s45	5s46	5s47	5s48	5s49	5s50
5s51	5s52	5s53	5s54	5s55	5s56	5s57	5s58	5s59	5s60
5s61	5s62	5s63	5s64	5s65	5s66	5s67	5s68	5s69	5s70
5s71	5s72	5s73	5s74	5s75	5s76	5s77	5s78	5s79	5s80
5s81	5s82	5s83	5s84	5s85	5s86	5s87	5s88	5s89	5s90
5s91	5s92	5s93	5s94	5s95	5s96	5s97	5s98	5s99	5s100
5s101	5s102	5s103	5s104	5s105	5s106	5s107	5s108	5s109	5s110
5s111	5s112	5s113	5s114	5s115	5s116	5s117	5s118	5s119	5s120
5s121	5s122	5s123	5s124	5s125	5s126	5s127	5s128		

Social Studies

5z1	5z2	5z3	5z4	5z5	5z6	5z7	5z8	5z9	5z10
5z11	5z12	5z13	5z14	5z15	5z16	5z17	5z18	5z19	5z20
5z21	5z22	5z23	5z24	5z25	5z26	5z27	5z28	5z29	5z30
5z31	5z32	5z33	5z34	5z35	5z36	5z37	5z38	5z39	5z40
5z41	5z42	5z43	5z44	5z45	5z46	5z47	5z48		

Health & Physical Education

5p1	5p2	5p3	5p4	5p5	5p6	5p7	5p8	5p9	5p10
5p11	5p12	5p13	5p14	5p15	5p16	5p17	5p18	5p19	5p20
5p21	5p22	5p23	5p24	5p25	5p26	5p27	5p28	5p29	5p30
5p31	5p32	5p33	5p34	5p35	5p36	5p37	5p38	5p39	5p40

The Arts

5a1	5a2	5a3	5a4	5a5	5a6	5a7	5a8	5a9	5a10
5a11	5a12	5a13	5a14	5a15	5a16	5a17	5a18	5a19	5a20
5a21	5a22	5a23	5a24	5a25	5a26	5a27	5a28	5a29	5a30
5a31	5a32	5a33	5a34	5a35	5a36	5a37	5a38	5a39	5a40
5a41	5a42	5a43	5a44	5a45	5a46	5a47	5a48	5a49	5a50
5a51	5a52	5a53	5a54	5a55	5a56	5a57	5a58	5a59	5a60
5a61	5a62	5a63	5a64	5a65	5a66	5a67	5a68	5a69	

Dare You Delve Into Fantasy

Language A Unit for Grade 5/6

Expectation Summary

Selected Assessed

English Language

6e1		6e2		6e3	1	3	6e4	3	6e5	2	6e6		6e7	1	6e8		6e9		6e10	3
6e11		6e12	1	6e13			6e14		6e15		6e16		6e17		6e18	1	6e19		6e20	
6e21		6e22		6e23			6e24		6e25		6e26	1	6e27		6e28	1	6e29		6e30	1 2
6e31		6e32	1	1	6e33	1	2	6e34	1	6e35	1	6e36		6e37		6e38		6e39		6e40	
6e41		6e42			6e43			6e44		6e45		6e46		6e47		6e48		6e49		6e50	
6e51	1	6e52		1	6e53			6e54		6e55		6e56		6e57		6e58		6e59		6e60	
6e61		6e62			6e63			6e64		6e65		6e66									

French as a Second Language

6f1	6f2	6f3	6f4	6f5	6f6	6f7	6f8	6f9	6f10
6f11	6f12	6f13	6f14	6f15	6f16	6f17	6f18		

Mathematics

6m1	6m2	6m3	6m4	6m5	6m6	6m7	6m8	6m9	6m10
6m11	6m12	6m13	6m14	6m15	6m16	6m17	6m18	6m19	6m20
6m21	6m22	6m23	6m24	6m25	6m26	6m27	6m28	6m29	6m30
6m31	6m32	6m33	6m34	6m35	6m36	6m37	6m38	6m39	6m40
6m41	6m42	6m43	6m44	6m45	6m46	6m47	6m48	6m49	6m50
6m51	6m52	6m53	6m54	6m55	6m56	6m57	6m58	6m59	6m60
6m61	6m62	6m63	6m64	6m65	6m66	6m67	6m68	6m69	6m70
6m71	6m72	6m73	6m74	6m75	6m76	6m77	6m78	6m79	6m80
6m81	6m82	6m83	6m84	6m85	6m86	6m87	6m88	6m89	6m90
6m91	6m92	6m93	6m94	6m95	6m96	6m97	6m98	6m99	6m100
6m101	6m102	6m103	6m104	6m105	6m106	6m107	6m108	6m109	6m110
6m111	6m112	6m113	6m114	6m115	6m116	6m117	6m118	6m119	6m120
6m121	6m122	6m123	6m124	6m125					

Science and Technology

6s1	6s2	6s3	6s4	6s5	6s6	6s7	6s8	6s9	6s10
6s11	6s12	6s13	6s14	6s15	6s16	6s17	6s18	6s19	6s20
6s21	6s22	6s23	6s24	6s25	6s26	6s27	6s28	6s29	6s30
6s31	6s32	6s33	6s34	6s35	6s36	6s37	6s38	6s39	6s40
6s41	6s42	6s43	6s44	6s45	6s46	6s47	6s48	6s49	6s50
6s51	6s52	6s53	6s54	6s55	6s56	6s57	6s58	6s59	6s60
6s61	6s62	6s63	6s64	6s65	6s66	6s67	6s68	6s69	6s70
6s71	6s72	6s73	6s74	6s75	6s76	6s77	6s78	6s79	6s80
6s81	6s82	6s83	6s84	6s85	6s86	6s87	6s88	6s89	6s90
6s91	6s92	6s93	6s94	6s95	6s96	6s97	6s98	6s99	6s100
6s101	6s102	6s103	6s104	6s105	6s106	6s107	6s108	6s109	6s110
6s111	6s112	6s113	6s114	6s115	6s116	6s117	6s118	6s119	6s120
6s121	6s122	6s123	6s124						

Social Studies

6z1	6z2	6z3	6z4	6z5	6z6	6z7	6z8	6z9	6z10
6z11	6z12	6z13	6z14	1	6z15	1	6z16	6z17	6z18	6z19	6z20
6z21	6z22	6z23	6z24	6z25	6z26	6z27	6z28	6z29	6z30
6z31	6z32	6z33	6z34	6z35	6z36	6z37	6z38	6z39	6z40
6z41	6z42	6z43	6z44	6z45	6z46	6z47	6z48		

Health & Physical Education

6p1	6p2	6p3	6p4	6p5	6p6	6p7	6p8	6p9	6p10
6p11	6p12	6p13	6p14	6p15	6p16	6p17	6p18	6p19	6p20
6p21	6p22	6p23	6p24	6p25	6p26	6p27	6p28	6p29	6p30
6p31	6p32	6p33	6p34						

The Arts

6a1	6a2	6a3	6a4	6a5	6a6	6a7	6a8	6a9	6a10
6a11	6a12	6a13	6a14	6a15	6a16	6a17	6a18	6a19	6a20
6a21	6a22	6a23	6a24	6a25	6a26	6a27	6a28	6a29	6a30
6a31	6a32	6a33	6a34	6a35	6a36	6a37	6a38	6a39	6a40
6a41	6a42	6a43	6a44	6a45	6a46	6a47	6a48	6a49	6a50
6a51	6a52	6a53	6a54	6a55	6a56	6a57	6a58	6a59	6a60
6a61	6a62	6a63	6a64	6a65	6a66	6a67	6a68	6a69	6a70
6a71									

Dare You Delve Into Fantasy

Language A Unit for Grade 5/6

Analysis Of Unit Components

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-- Unique Expectations --
36 Language Expectations
2 Social Studies Expectations

Resource Types

3 Rubrics
27 Blackline Masters
0 Licensed Software
12 Print Resources
0 Media Resources
0 Websites
0 Material Resources
0 Equipment / Manipulatives
0 Sample Graphics
0 Other Resources
0 Parent / Community
0 Companion Bookmarks

Groupings

8 Students Working As A Whole Class
2 Students Working In Small Groups
10 Students Working Individually

Assessment Recording Devices

2 Anecdotal Record
2 Checklist
4 Rating Scale
2 Rubric

Teaching / Learning Strategies

1 Advance Organizer
1 Conferencing
5 Demonstration
1 Directed Reading-thinking Activity
6 Guided Exploration
1 Guided Reading
1 Prompt
2 Read Aloud
1 Review
1 Story Mapping
1 Visualisation
1 Writing Process

Assessment Strategies

1 Learning Log
3 Observation
2 Performance Task
1 Quizzes, Tests, Examinations